

BEST INSTRUCTIONAL PRACTICES FOR HIGH SCHOOL SLIFE:
A NARRATIVE CURRICULUM FOR A SHELTERED EL CLASS

by
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A capstone project submitted in partial fulfillment of the requirements for the degree
of Masters of Arts in Teaching.

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PROJECT INTRODUCTION

This project is a unit design intended to answer the question: *What are the best instructional practices for high school students with limited or interrupted formal education (SLIFE)?* The unit design is a narrative writing unit that combines explicit literacy instruction while meeting the Minnesota Common Core State Standards in English Language Arts for grade nine (Minnesota Department of Education, 2010) and using the World-Class Instructional Design Assessment (WIDA) English language development (ELD) standards (WIDA, 2019) to guide the English language learning instruction. This curriculum design was intended to meet the needs of EL students while having specific modifications and differentiation for SLIFE. The curriculum was designed to be implemented in high schools with a sheltered newcomer program in which the students have a literacy block of about 80 minutes dedicated to English language arts. This curriculum was designed for students who are immigrants to the United State in a sheltered class with a composite proficiency level around 2 as defined by WIDA (WIDA, 2016).

The curriculum was written using Understanding by Design (UbD) which uses backwards design to first identify learning goals, then create assessments, and lastly design lesson plans (Wiggins & McTighe, 2011). Along with UbD, this curriculum design uses the teaching and learning cycle as a guide. The teaching and learning cycle is a genre-based approach to learning in which students explore a genre through a cycle of different stages of learning: deconstruction, joint construction, and independent construction (Martin & Rose, 2005). The purpose of this cycle is to build in scaffolds for students to move from a high-support environment to low support or independence. This unit was designed to cover the second and third stages of joint construction and independent construction stages. It is assumed that the teacher has already completed the deconstruction stage and introduced the narrative genre to the

students, used model texts, and analyzed the structure and language of those model texts. The model text referred to in this unit plan is *Green Card Youth Voices: Immigration Stories from a St. Paul High School* (Rozman Clark & Mueller, 2017). This text includes multiple personal immigration narratives model texts and were used for the deconstruction portion of the teaching and learning cycle for the narrative genre.

While UbD and the teaching and learning cycle describe the paradigms used for the outline of the unit plan, this curriculum design used MALP[®] to guide the content and instructional practices in each lesson. MALP[®] includes aspects of culturally relevant teaching such as incorporating home culture and language, understanding student backgrounds, and having a supportive learning environment and addresses cultural dissonance that students face when coming to the United States (DeCapua & Marshall, 2015). This framework emphasizes the importance of combining oral language with written language to scaffold to meet the needs of emergent readers as well as explicitly teaching academic thinking and literacy skills in the classroom. It also includes validating collectivist cultures by having ample group work while maintaining individual accountability through turning in individual work (DeCapua & Marshall, 2015). This curriculum used activities that aligned with the students' needs, goals, and values which has been shown to increase motivation to complete them (Groenke et al., 2017). MALP[®] highlights the importance of positive student-teacher relationships in motivating students (DeCapua & Marshall, 2010). To follow this paradigm, the unit builds relationships through individualized meetings with students to give feedback, content that increases teacher understanding of students, and small group modeling.

To show where MALP[®] is being utilized different elements of MALP[®] are highlighted throughout the lessons. A table with various codes and meanings is written after the unit scope

and sequence table. The elements of MALP[®] that are highlighted are oral language used as a bridge to written language (OL), activities that build student-teacher relationships (STR), group work designed to bridge the gap between individualistic and collectivist cultures (GW), modeling academic skills (MAS), activities that use translanguaging (T), and isolating skills with either familiar content or familiar language (IS). This makes the alignment of MALP[®] and the unit plan visible to the teacher.

The lesson plans were written using the GANAG lesson template in which each lesson lays out the goal, provides an activity for students to access their prior knowledge, covers new information, gives students opportunities to apply their knowledge, and then generalizes their learning. As instructional periods are 80 minutes long, some of the lessons include instruction on multiple language structures or content. In these lesson plans, the lessons in the left column should be taught before the lesson in the right column.

| Stage 1 Desired Results | | |
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| ESTABLISHED GOALS | Transfer | |
| <p>Minnesota Common Core State Standards English Language Arts & Literacy (Minnesota Department of Education, 2010)</p> <p>9.7.3.3 Write narratives and other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B) Use literary and narrative techniques, such as dialogue, pacing, rhythm, repetition, rhyme, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>E) Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.</p> <p>Supporting Benchmark: 9.11.1.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>B. <u>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific</u></p> | <p><i>Students will be able to independently use their learning to...</i></p> <p><i>SWBAT write a personal narrative using cohesive sentences with sequence words of time (first, second, then, next, finally), varied sentences (simple and compound), and past and present tenses.</i></p> <p><i>SWBAT write a personal narrative with clear characters, setting, beginning, middle, and end with the support of a plot map.</i></p> <p><i>SWBAT describe characters and settings using the five senses.</i></p> <p><i>SWBAT write dialogue effectively in a personal narrative.</i></p> <p><i>SWBAT speak about their personal narrative using complete sentences, correct tense and sequence words of time (first, second, then, next, finally).</i></p> | |
| | Meaning | |
| | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <i>Students will understand that narratives follow a pattern with a beginning, middle, and end.</i> <i>Students will understand that good writers use descriptive words, dialogue, and varied sentences (simple and compound) to make their writing more interesting.</i> <i>Students will understand that good writers in all content areas use sequence words of time to improve the flow of their writing and show how their sentences are connected.</i> | <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> <i>How can I use my own experiences to make academic writing?</i> <i>How are personal narratives structured?</i> <i>How can I make my writing more interesting with descriptions and dialogue?</i> <i>How can I make my writing cohesive and show how the sentences are connected?</i> |
| | Acquisition | |
| | <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <i>narratives follow a format with a beginning, middle, and end.</i> <i>sequence words of time help readers see how sentences are connected in a text.</i> <i>descriptions, dialogue, and varied sentences make</i> | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <i>using connectives of time in their writing.</i> <i>adding details about their setting and character in their narrative.</i> <i>writing a personal narrative with a main idea, setting, characters, beginning, middle,</i> |

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|---|---|---|
| <p>meanings and add variety and interest to writing or presentations.</p> <p>WIDA (2019) English Language Development Standard 2</p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p> | <p><i>writing more interesting.</i></p> <ul style="list-style-type: none"> • <i>personal narratives are true stories about someone's life.</i> | <p><i>and end.</i></p> <ul style="list-style-type: none"> • <i>adding dialogue to their writing.</i> • <i>using past and present tenses correctly.</i> • <i>use varied sentence lengths (simple and compound).</i> |
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Stage 2 - Evidence

| Evaluative Criteria | Assessment Evidence |
|--|---|
| <ul style="list-style-type: none"> • Effective use of narrative conventions (character, setting, beginning, middle, and end) (9.7.3.3 A) • Effective use of sequence words to create a smooth progression of events (9.7.3.3 A) • Effective use of dialogue and description (9.7.3.3 B) • Effective conclusion or end to their story that states their goals for the future (9.7.3.3 E) • Various sentence types (9.11.1.1 B) | <p>PERFORMANCE TASK(S):</p> <p>A Written Personal Immigration Narrative:</p> <p>Students will write a personal narrative that reflects their experiences immigrating to the United States. Students will introduce and describe their setting and characters in detail and write a story with a clear beginning, middle, and end. Students will correctly use tenses, sequence words of time, dialogue, and a variety of sentence structures throughout their writing.</p> <p>Personal Immigration Narrative Creative Project:</p> <p>Students will tell their story through a medium other than writing. They will analyze their narrative for the most important parts and express these ideas in another format. This may be through drawing, a video, or a slides presentation. Then, they will orally present this project to the class.</p> |
| <ol style="list-style-type: none"> 1. Prior Knowledge- Accuracy of narrative conventions 2. Accuracy 3. Accuracy 4. Accuracy- writing clear ideas for a beginning, middle, and end | <p>OTHER EVIDENCE:</p> <ol style="list-style-type: none"> 1. Pre-Assessment- Day 1 2. Dialogue, Compound Sentences, Past Tense, Sequence Words Activities- Days 7 and 8 3. Dialogue and Details Quiz- Day 13 4. First Draft- Days 9-11 |

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Day 1: Pre-Assessment Personal Narrative, Creating interview questions

Day 2: Past Tense

Day 3: Analyzing a personal narrative essay for writing features, Past Tense

Day 4: Analyzing and brainstorming beginning of a personal immigration narrative

Day 5: Analyzing and brainstorming middle of personal immigration narrative

Day 6: Analyzing and brainstorming end of the personal immigration narrative
Day 7: Sequence words of time, Compound sentences
Day 8: Individual meetings about Immigration Personal Narrative, sequence words, compound sentences, past tense
Day 9: Individual meetings about Immigration Personal Narrative, sequence words, compound sentences, past tense
Day 10: Modeling and writing first draft- beginning
Day 11: Modeling and writing first draft- middle
Day 12: Modeling and writing first draft- end
Day 13: Dialogue and Adding details
Day 14: Dialogue, past tense, compound sentences, details practice, Dialogue and Details Quiz
Day 15: Individual Meetings with students, revising writing
Day 16: Individual Meetings with students, revising writing, Final Draft
Day 17: Final Draft, Personal Immigration Narrative Creative Project
Day 18: Final Draft, Personal Immigration Narrative Creative Project
Day 19: Personal Immigration Narrative Creative Project Work Time and Presentations
Day 20: Personal Immigration Narrative Creative Project Presentations and Reflection

Alignment with MALP®

Each Day is coded for activities that align with some major principles in DeCapua and Marshall's (2015) MALP®.

| Code | Meaning |
|------|--|
| OL | Oral language used as a bridge to written language |
| STR | Activities that build student-teacher relationships |
| GW | Group work designed to bridge the gap between individualistic and collectivist cultures to decrease cultural dissonance. These activities have shared goals and individual accountability. |
| MAS | Modeling academic skills |
| T | Translanguaging: Students utilizing their home language to negotiate meaning |
| IS | Isolating skills. These activities focus on familiar content and new thinking or language OR familiar language with new content. |

LESSON PLANS

Unit Title: Narrative Writing Unit Designed Using Best Practices for SLIFE

Subject: Sheltered EL English 9 (Co-Taught) + English Language Development (taught as a literacy block)

Setting: Bears English 9 Credit, students are around composite WIDA level 2

Teachers: Sarah Jorgenson (EL Teacher) and co-teacher (English Language Arts Teacher)

Duration: 20 instructional days (80-minutes)

Week 1: Days 1-5

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
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| <p>Objectives: Pre-Assessment Create interview questions</p> <p>Warm-up: Review setting, character, plot, personal narrative definitions</p> <p>Pre-Assessment: Students should take a personal narrative pre-assessment. <i>Materials:</i> <i>Personal Narrative Pre-Assessment</i> <i>Personal Narrative Pre-Assessment Rubric</i></p> <p>Why is it important to tell your immigration narrative? Whole group discussion</p> <p>Write interview questions: Students will develop interview questions to ask someone about their immigration story.</p> <p>Whip-share: Who are you going to interview?</p> | <p>Objectives: Identifying verbs Past Tense</p> <p>Warm-up: When reading a sentence, do you know when it happened?</p> <p>Identifying verbs and past tense instruction: <i>Materials:</i> <i>Past Tense Slides</i> <i>Past Tense Irregulars Chart</i></p> <p>Past Tense Game: In small groups, students will rewrite sentences on individual white boards to be in past tense <i>Materials:</i> <i>whiteboard</i> <i>whiteboard markers</i></p> <p>Past Tense Speaking Practice: Students will be paired up and tell them about what they did the previous day using past tense.</p> <p>Generalize: rewrite a sentence to be in past tense.</p> | <p>Objectives: Analyze a text for text features Retelling about interviewing someone</p> <p>Warm-up: What do you remember about the personal narratives that we read in class?</p> <p>Small Group Work-Analyzing for text features: Students will look at a personal narrative and write down any features that they see. <i>Materials:</i> <i>Tatiana Anariba Osorio</i></p> <p>Whole Group-Analyzing for text features: Students share what they noticed about the personal narratives. Teacher will connect their words to narrative text features. <i>Materials:</i> <i>Large poster paper</i> <i>Markers</i></p> <p>Share about interviewing: Students will speak with a partner about interviewing a family member.</p> | <p>Objectives: Analyze and brainstorm the beginning of a personal narrative</p> <p>Warm-up: Write, draw, and share about what students remember about their home country</p> <p>Modeling Brainstorming the Beginning of a Personal Narrative: If multiple teachers, split students into 2 groups. Read through the first page of Tatiana Anariba Osorio. Talk about what details it discussed. Then, model how to brainstorm while jointly constructing the beginning of a story using the Beginning Graphic Organizer. <i>Materials:</i> <i>Tatiana Anariba Osorio</i> <i>Beginning Graphic Organizer (1 and 2)</i></p> <p>Individual Work on Beginning Graphic Organizer: Students will fill out the Beginning Graphic Organizer about their own immigration stories.</p> | <p>Objectives: Analyze and brainstorm the middle of a personal narrative</p> <p>Warm-up: How did you feel about immigrating to the U.S.?</p> <p>Modeling Brainstorming the Middle of a Personal Narrative: If multiple teachers, split students into 2 groups. Read through the second page of Tatiana Anariba Osorio. Talk about what details it discussed. Then, model how to brainstorm while jointly constructing the middle of a story using the Middle Graphic Organizer. <i>Materials:</i> <i>Tatiana Anariba Osorio</i> <i>Middle Graphic Organizer (1 and 2)</i></p> <p>Individual Work on Middle Graphic Organizer: Students will fill out the Middle Graphic Organizer about their own immigration stories.</p> |

| Day 1 | |
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| Goal | |
| Learning Objectives: I can write a personal immigration narrative (pre-assessment). I can use past tense. | |
| 1. Pre-Assessment (40 minutes) | 2. Immigration Interview (40 minutes) |
| Materials needed: Personal Narrative Pre-Assessment Personal Narrative Pre-Assessment Rubric | Materials needed: Paper Pencils/pens |
| Access | |
| 3 minutes Review the words setting, character, plot, and personal narrative. Provide the definitions for students and ask students which word goes with each definition. Have students write down their answers. After students write the answers down, go over them as a class taking student volunteers. | 5 minutes Why is it important to tell your immigration narrative? Give students time to think. Then, lead a whole group discussion about why students think it's important. Provide sentence stem if needed. I think it's important because... |
| New Information | |
| 7 minutes "We have been reading other people's personal immigration narratives. Today you are going to write your own personal narrative pre-assessment. This will show me what I need to teach you to make your writing better." Pass out the Personal Narrative Pre-Assessment . Explain to students that they will be writing about their first day of school in the United States. Quickly model how to write bullet points in the graphic organizer and then how you would use those ideas to write a paragraph. This should only be used to ensure that the format of the assessment is not a barrier to completing it. | 15 minutes- (OL) Before you start writing your own narrative, it's important to think about what you still need to find out. Who did you immigrate with? I immigrated with..... Give students time to think, then have each student share aloud. Write down their answers on the board. Today, you are going to pick someone that you immigrated with and you are going to ask them some questions. This is called interviewing. When we interview someone, we need to think about what we want to learn about the person. Then, we write questions so we can get answers. If we think back to immigration narratives that we read, what are some things that the person told us about? Guide students to identify some of the information: <ul style="list-style-type: none"> - where they immigrated from |

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| | <ul style="list-style-type: none"> - the people they immigrated with - what they did in their home country - why they immigrated - how they felt about immigrating - what was challenging or hard - what their goals are - what they like or do not like about the U.S. |
| Apply | |
| <p>29 minutes</p> <p>Give students time to write and turn in their personal narratives.</p> <p>The teacher should analyze their completed writing with Personal Narrative Pre-Assessment Rubric.</p> | <p>18 minutes</p> <p>Now you are going to think about the information that you want to know from the person you are interviewing. You need to create 5 questions that you are going to ask someone.</p> <p>(MAS) Model 2-3 questions that you might ask using the ideas from brainstorming.</p> <p>Give students work time to write 5 questions. Tell students to leave space under each question so you can write the answer.</p> <p>Provide sentence stems for those who need it.</p> <p>Why did What did How did What is/was Who did When did</p> <p>Pull struggling students into a group and work together.</p> <p>(OL) After 5-7 minutes, have students pair up and share the questions they have written so far. Then, give them more time to finish writing independently.</p> <p>(MAS, T) After students write their questions, model how to ask someone and write down the answers. Remind students that they will need to ask in their home language. They can write the answers in English or their home language.</p> |
| Generalize | |
| <p>1 minute</p> <p>From 1-5, how easy was it for you to write your narrative? Have students hold up their fingers 1-5.</p> | <p>3 minutes</p> <p>Whip share: Who are you going to interview? I am going to interview...</p> |

| Differentiation | |
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| | <ul style="list-style-type: none"> ● Sentence stems for questions. ● Interview can be in English or home language. |

| Day 2 |
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| Goal |
| Learning Objectives: I can identify the verb in a simple sentence. I can write a verb in past tense. |
| Past Tense and Simple Sentences Instruction (80 mins) |
| Materials Needed: Past Tense Slides Past Tense Irregulars Mini whiteboards Whiteboard markers Past Tense Speaking Practice (with or without sentence frames) |
| Access |
| 5 minutes Write on the board or display to students in a slide. “I laughed at the joke.” Ask a student to choral read the sentence aloud. <i>Teacher questions: When did this happen? In the past? Today? It hasn’t happened yet? How do you know?</i> Guide students to know it happened in the past by pointing out the verb laughed. |
| New Information |
| 30 minutes (I) “In English, we show when we have done something by changing the verb. Today we will talk about past tense, which shows that we have already done something. When you write your narrative and talk about your home country, you will write in past tense.” Go through Past Tense Slides . “Before we can change a verb to past tense, we first need to be able to identify the verb. We are going to be looking at simple sentences. Simple sentences are complete sentences with a subject and a predicate. The subject tells who or what the sentence is about, and the predicate tells what the subject does. The most important word in the predicate is the verb.” |

Go through examples on the slides for identifying the subject and the verb. Have students read the sentences aloud and call on students for answers.

Then, go through the slides about how to form past tense. Have students copy down the notes in their notebook.

Give students **Past Tense Irregulars Chart**. Read through the chart together. Read the word and have students repeat it.

Go through the last slide together. Identify the subject and the verb, then change the verb to past tense as a class.

Apply

25 minutes- (GW, I)

Then, split students into groups of 2-4. Give each group a whiteboard and a whiteboard marker. This could also be done with a piece of paper. Explain that students will now be working with a group to identify the subject and write the sentence in past tense.

Read or create slides for students for changing sentences:

I feel sick.

Marin goes to bed at 9:00.

I wake up in the morning.

Maria likes chicken.

Hser Paw passes the test.

George cries when he falls down.

Nadira walks to the market.

Sonia uses a pencil to write.

Give students time to rewrite the entire sentence to be in past tense. Ask students to underline the subject and change the verb to past tense. After 1-2 minutes, ask each team to hold up their board and a student should read their sentence. Give students feedback and give those groups with the correct answers a point. Ensure that students are rotating members who are writing and speaking. If students are struggling, first ask students to write down the subject and verb. Then, once the verb is correctly identified, have students change it to past tense.

After the game is finished, congratulate the team that wins the most points.

17 minutes- (GW, OL)

Now students will practice their past tense while speaking.

Pass out the **Past Tense Speaking Practice**. Explain to students that they will be paired up to speak about what they did yesterday. Provide the sentence starters for students that need them. After one partner speaks, the other partner has to retell what the person did. Then switch roles.

(MAS) Model the speaking assignment with a co-teacher or with a high-proficiency student.

As students are working, walk around, answer questions, and provide feedback as necessary. If students finish quickly, have students rotate partners.

| Generalize |
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| 3 minutes Rewrite the sentence so it's in past tense. "Grace loves dogs. Have students turn this in. |
| Differentiation |
| <ul style="list-style-type: none"> • Give students more time for writing sentences if necessary. • Strategic grouping- put students with lower proficiency with higher proficiency or put students with the same home language together to negotiate meaning. • Sentence starters for those who need it for Past Tense Speaking Practice. |

| Day 3 | |
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| Goal | |
| Learning Objectives: I can analyze a text for text features. I can use oral English to speak about interviewing someone. | |
| 1. Analyzing Narrative Texts (55 minutes) | 2. Share about your immigration interview (25 minutes) |
| Materials needed: Tatiana Anariba Osorio chapter in Green Card Youth Voices: Immigration Stories from a St. Paul High School (Anariba Osorio, 2017) 2 large poster papers Markers | Materials needed: Completed interview from Day 1 |
| Access | |
| 5 minutes "Think about when we read immigration narratives. What are some things that you remember?" Give students time to write them down, then share some answers as a whole group. | 5 minutes- (OL) How did you feel interviewing someone? I felt... Give students time to share with a partner. Then, take some answers from the whole group. |
| New Information | |
| 2 minutes Today we will be looking at Tatiana Anariba Osorio in small groups. You need to write down anything you notice about the narrative. It can be | 10 minutes Today you will share about your interviews with a partner. Remember that this already happened, so you should be using past tense while you are |

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| <p>words, symbols, spaces, or anything else that you see. We will share answers after 15 minutes.</p> | <p>speaking. (Point out the past tense verbs while going over the directions).</p> <p>First, tell your partner who you interviewed. I interviewed.... Then, tell the person what questions you asked and what the person said. I asked.... He/she said....</p> <p>The person listening should ask a follow-up question. Give some examples of follow up questions: What did you like about interviewing someone? What did you not like about interviewing someone? How did you feel about interviewing someone?</p> <p>Then, students should switch roles.</p> <p>(MAS) Model this conversation with a student.</p> |
| <p style="text-align: center;">Apply</p> | |
| <p>45 minutes- (GW, T) Split students into groups of 3-5 students. Attempt to create groups with at least 1 person who speaks the same home language for negotiating meaning and understanding.</p> <p>Put a 15 minute timer on the board. As students work, walk around and ask questions to get students thinking about different features of the text. Examples of questions: <i>How does the author show different parts of her story?</i> <i>Look at the verbs. How are they the same or different in the writing?</i> <i>What do you notice about the punctuation?</i> <i>Is there anything in the writing that you have never seen before?</i></p> <p>After 15 minutes, have students come back together to the large group. Have 2 large posters on the board.</p> <p>(OL) Call on students to share out. Write their exact ideas on one of the poster boards. Prompt students to notice something from all of the text features.</p> | <p>10 minutes Give students time to share their interviews with a partner. While students are sharing, walk about and ask follow-up questions or give feedback as necessary.</p> |

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| <p>After taking all of the ideas from the students, connect their ideas to different academic words for text features.</p> <p>Title</p> <p>Paragraphs with complete sentences</p> <p>Dialogue</p> <p>Past, Present, and Future Tenses</p> <p>Details/Descriptions</p> | |
| Generalize | |
| <p>3 minutes</p> <p>What is one text feature that narratives must have?</p> <p>Have students write it down and turn it in.</p> | <p>5 minutes</p> <p>What is one thing you learned from your interview?</p> <p>I learned...</p> <p>Write it down and turn it in.</p> |
| Differentiation | |
| <ul style="list-style-type: none"> Strategic grouping: Put lower proficiency students with someone who speaks the same home language if possible (T). | <ul style="list-style-type: none"> Strategic grouping- put students with lower proficiency with higher proficiency or put students with the same home language together to negotiate meaning (T) Sentence stems for speaking. |

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| Day 4 |
| Goal |
| <p>Learning Objectives:</p> <p>I can analyze the beginning of a story to look for important details.</p> <p>I can brainstorm the beginning of my personal narrative using pictures and sentences.</p> |
| Brainstorming Personal Narrative Beginning (80 minutes) |
| <p>Materials Needed:</p> <p>Tatiana Anariba Osorio chapter in Green Card Youth Voices: Immigration Stories from a St. Paul High School (Anariba Osorio, 2017)</p> <p>Highlighter</p> <p>Beginning Graphic Organizer (versions 1 and 2)</p> |
| Access |
| <p>10 minutes</p> <p>“Think about your home country. Write down some things that you remember or draw a picture.”</p> |

Give students 5 minutes to write and draw. Then, model with a co-teacher or a high proficiency student how to turn and talk about their work. After modeling, have students turn and talk to a partner and share about what they wrote down or drew.

New Information

30 minutes (STR, MAS, OL)

Split students into 2 groups based on proficiency level for parallel teaching if there is a co-teacher.

Today we are going to look at the beginning of the story for information that we need. Read through the beginning (first page) of **Tatiana Anariba Osorio** together. Use choral reading or choose students to read aloud.

As you read, highlight important parts of the story (country, details about the country, who lived there, details about the people, why they left).

After reading through the beginning of the story together, introduce the **Beginning Graphic Organizer**. Model how to fill out **Beginning Graphic Organizer**. There are two versions. Use the version more appropriate for the student levels.

If you are not an immigrant, create an imaginary story with the students. As you model and create together, talk through your thoughts with the students. Who should our character be? What country did he/she come from? Let's think, what did it look like there? What did it smell like? Why did this person come to the U.S.? Who was with this person?

*Make sure to write in past tense and remind students to write in past tense.

Apply

35 minutes

Pass out the appropriate version of **Beginning Graphic Organizer** to each student.

(OL) Students should think for 1-2 minutes about their story. After 1-2 minutes, have the students turn and talk to a partner and tell them 3 details that they will write down.

They should fill out the graphic organizer in whatever way is helpful for them. Encourage higher proficiency students to use full sentences. Students should be allowed to use sentences, words and phrases in English or their home language, pictures, etc. Students must complete their own work, but allow students to be collaborative and share with their peers as they are working.

As students are working, walk around and talk to students. Ask questions to encourage students to increase details.

What did it smell like?

What did it look like?

How did it make you feel to be in your home country?

What happened to make your family come to the United States?

What did you live close to?

If students are struggling, pull them into a small group and walk through the assignment with them.

| Generalize |
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| 5 minutes Answer in an online platform or on paper. Who are the characters in your story? What is the setting of your story? |
| Differentiation |
| <ul style="list-style-type: none"> • Strategic Grouping: When splitting the class into 2 groups, put lower proficiency students in one group and higher proficiency in another group. • Allow for students to fill out the graphic organizer at their level, including sentences, words and phrases in English or their home language, and pictures. • Versions 1 and 2 of Beginning Graphic Organizer. |

| Day 5 |
|--|
| Goal |
| Learning Objectives: I can analyze the middle of a story for important details. I can brainstorm the middle of my personal narrative using pictures and sentences. I can share about the middle of my story using complete sentences and past tense. |
| Brainstorming Personal Narrative Middle (80 minutes) |
| Materials Needed: Tatiana Anariba Osorio chapter in Green Card Youth Voices: Immigration Stories from a St. Paul High School (Anariba Osorio, 2017) Highlighters Middle Graphic Organizer (versions 1 and 2) |
| Access |
| 5 minutes How did you feel about immigrating to the U.S.? Why? Give students time to think. Then, give students time to share with a partner. |
| New Information |
| 35 minutes (STR, MAS, OL) Split students into the same 2 groups based on proficiency level for parallel teaching if there is a co-teacher from Day 4. Today we are going to look at the middle of the story for information that we need. Read through the middle (page 2) Tatiana Anariba Osorio together. Use choral reading or choose students to read aloud. |

As you read, highlight important parts of the story (Who went to the U.S. first? How did they go to the U.S.? How long did it take to go to the U.S.? How did they feel about going to the U.S.?).

After reading through the middle of the story together, introduce the **Middle Graphic Organizer**. Model how to fill out the **Middle Graphic Organizer**. Use the version that is most appropriate for student levels.

If you are not an immigrant, create an imaginary story with the students. As you model and create together, talk through your thoughts with the students. Let's look back at who was with this person. Who went to the U.S. first? How did they go to the U.S.? How long did it take? How did they feel about going to the U.S.?)

(T) While talking about feelings, acknowledge that many people feel more than one feeling while immigrating. Teach students "conflicted" and "unsure" or other relevant feeling words as students are expressing. Encourage students to use Google translate or write it in their home language and ask another student who speaks their same home language if they don't know it in English.

*Make sure to write in past tense and remind students to write in past tense.

Apply

30 minutes

(OL) Students should think for 1-2 minutes about their story. After 1-2 minutes, have the students turn and talk to a partner and tell them 3 details that they will write down.

They should fill out the graphic organizer in whatever way is helpful for them. Encourage higher proficiency students to use full sentences. Students should be allowed to use sentences, words and phrases in English or their home language, pictures, etc. Students must complete their own work, but allow students to be collaborative and share with their peers as they are working.

As students are working, walk around and talk to students. Ask questions to encourage students to increase details.

What was it like in the [airport, boat, car, train, etc.]?

How long did it take you to get there? How did it feel?

What were you thinking when you found out you were going to go to the U.S.?

How did you say goodbye to your friends?

If students are struggling, pull them into a small group and walk through the assignment with them.

Generalize

10 minutes

Speaking Activity:

(MAS) Split students into partners. Model with a co-teacher or high-proficiency student.

(OL) Ask one question to your partner about their story. Go back and forth asking questions. Remind students to speak in complete sentences and use past tense.

Example questions:

Who came to the United States first?

How did you get to the United States?

How did you say goodbye to your friends?

Who came with you to the United States?

Differentiation

- Strategic Grouping: When splitting the class into 2 groups, put lower proficiency students in one group and higher proficiency in another group.
- Allow for students to fill out the graphic organizer at their level, including sentences, words and phrases in English or their home language, and pictures.
- Versions 1 and 2 of graphic organizer.

Week 2: Days 6-10

| Day 6 | Day 7 | Day 8 | Day 9 | Day 10 |
|--|---|--|--|---|
| <p>Objectives: Analyze and brainstorm the end of a personal narrative</p> <p>Warm-up: What is challenging or hard about being in the U.S.?</p> <p>Modeling Brainstorming the End of a Personal Narrative: If multiple teachers, split students into 2 groups. Read through the third page of Tatiana Anariba Osorio. Talk about what details it discussed. Then, model how to brainstorm while jointly constructing the end of a story using the End Graphic Organizer. <i>Materials:</i> <i>Tatiana Anariba Osorio End Graphic Organizer (1 and 2)</i></p> <p>Individual Work on End Graphic Organizer: Students will fill out the End Graphic Organizer about their own immigration stories.</p> | <p>Objectives: Sequence words of time Compound Sentences</p> <p>Warm-up: Write down 5 things you did this morning.</p> <p>Sequence Words Whole Group Instruction <i>Materials:</i> <i>Sequence Words Slides</i></p> <p>Independent/Small Group Practice: Retell a wordless story using sequence words. <i>Materials:</i> <i>The Birthday Party</i></p> <p>Compound Sentences Whole Group Instruction: <i>Materials:</i> <i>Compound Sentences Slides</i></p> <p>Compound Sentences Practice Whole Group: Pass out whiteboards and whiteboard markers to students. Have students combine sentences to make compound sentences. <i>Materials:</i> <i>Compound Sentences Slides</i> <i>Whiteboards</i> <i>Whiteboard Markers</i></p> <p>Closing: Independently write a compound sentence.</p> | <p>Objectives: Sequence words of time Compound Sentences Past Tense Retelling a story Individual student-teacher meetings</p> <p>Warm-up: Combine sentences to make a compound sentence.</p> <p>Practicing Skills/Individual Student-Teacher Meetings: Students will work on independent work while teacher(s) meet individually with students and talk about their brainstorming. <i>Materials:</i> <i>First Student-Teacher Meeting Guide</i> <i>My Challenge (1, 2, 3)</i> <i>Retell Independent Reading</i> <i>Listening Activity-Green Card Youth Voices (1, 2)</i> <i>Compound Sentences Simple and Compound Sentences</i> <i>Trophy Hunting</i></p> <p>Closing: Write a sentence in past tense.</p> | <p>Objectives: Sequence words of time Compound Sentences Past Tense Retelling a story Individual student-teacher meetings</p> <p>Warm-up: Write a sentence in past tense.</p> <p>Practicing Skills/Individual Student-Teacher Meetings: Students will work on independent work while teacher(s) meet individually with students and talk about their brainstorming. <i>Materials:</i> <i>First Student-Teacher Meeting Guide</i> <i>My Challenge (1, 2, 3)</i> <i>Retell Independent Reading</i> <i>Listening Activity-Green Card Youth Voices (1, 2)</i> <i>Compound Sentences Simple and Compound Sentences</i> <i>Trophy Hunting</i></p> <p>Closing: Write a compound sentence.</p> | <p>Objectives: Write a first draft of the beginning of a personal narrative.</p> <p>Warm-up: Share completed Beginning Graphic Organizer with a partner.</p> <p>Modeling First Draft of the beginning of a Personal Narrative: If multiple teachers, split students into 2 groups. Read through the jointly created Beginning Graphic Organizer from Day 4. Model/jointly create a first draft of the beginning using First Draft: Beginning. <i>Materials:</i> <i>Completed Beginning Graphic Organizer First Draft: Beginning (1, 2)</i></p> <p>Individual Work on First Draft: Beginning: Students will fill out the First Draft: Beginning about their own immigration stories.</p> <p>Beginning Speaking and Listening: Students should record a video of them reading or speaking about the beginning of their stories. Then, they should watch other students' videos and fill out Beginning Listening Activity. <i>Materials:</i> <i>Beginning Listening Activity</i></p> <p>Closing: How easy was it for you to write the beginning of your story?</p> |

| Day 6 |
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| Goal |
| Learning Objectives: I can analyze the end of a story for important details. I can brainstorm the end of my personal narrative. |
| Brainstorming Personal Narrative End (80 minutes) |
| Materials needed: Tatiana Anariba Osorio chapter in Green Card Youth Voices: Immigration Stories from a St. Paul High School (Anariba Osorio, 2017) Highlighters End Graphic Organizer (versions 1 and 2) |
| Access |
| 5 minutes What is challenging or hard about being in the U.S.? Give students time to think and write it down. Then, give students time to share with a partner. |
| New Information |
| 35 minutes (STR, MAS, OL) Split students into the same 2 groups based on proficiency level for parallel teaching if there is a co-teacher from Days 4 and 5. Today we are going to look at the end of the story for information that we need. Read through the end (page 3) of Tatiana Anariba Osorio together. Use choral reading or choose students to read aloud. As you read, highlight important parts of the story (What did she do when she came to the United States? Where did she live? What were the challenges? What are her future goals?). After reading through the end of the story together, introduce the End Graphic Organizer . Model how to fill out the End Graphic Organizer . Use the version more appropriate for your students. If you are not an immigrant, create an imaginary story with the students. As you model and create together, talk through your thoughts with the students. What did this person do when he/she came to the United States? How did he/she feel about it? Where did he/she live? What does he/she want to do in the future? *During this section, students should be writing in past and present tense. Remind students to use past tense if it already happened and present tense if it is happening now. |
| Apply |
| 35 minutes (OL) Students should think for 1-2 minutes about their story. After 1-2 minutes, have the students turn and talk to a partner and tell them 3 details that they will write down. |

They should fill out the graphic organizer in whatever way is helpful for them. Encourage higher proficiency students to use full sentences. Students should be allowed to use sentences, words and phrases in English or their home language, pictures, etc. Students must complete their own work, but allow students to be collaborative and share with their peers as they are working.

As students are working, walk around and talk to students. Ask questions to encourage students to increase details.

What city did you go to? What was it like?

What school did you go to? How did you like the school?

How did you feel about being in the U.S.?

Did you have a job? What job did you have?

What are your goals for the future?

If students are struggling, pull them into a small group and walk through the assignment with them.

Generalize

5 minutes

What are your goals for the future?

Turn it in.

Differentiation

- Strategic Grouping: When splitting the class into 2 groups, put lower proficiency students in one group and higher proficiency in another group.
- Allow for students to fill out the graphic organizer at their level, including sentences, words and phrases in English or their home language, and pictures.
- Versions 1 and 2 of the graphic organizer.

Day 7

Goal

Learning Objectives:

I can analyze a story and write about it using sequence words.

I can write and speak in past tense.

I can write and speak compound sentences.

Sequence Words of Time- (40 min)

Compound Sentences- (40 min)

Materials Needed:
Sequence Words Slide
The Birthday Party

Materials Needed:
Compound Sentences Slides

Access

5 minutes

5 minutes

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| <p>Have students number their paper 1-5. Write down 5 things that you did this morning in the order that you did them. Remind students to write in past tense. Put up a timer for 3 minutes.</p> <p>Then, give students a chance to share with the person sitting next to them (5 minutes). Ask one or two students to share their example. Write it in a slide or on the board.</p> | <p>Compound Sentences Slides</p> <p>On the board, project or write 2 sentences. How could we combine these sentences into one sentence? Give students 2 minutes to talk to a partner. Take answers. (add the word “and”)</p> |
| <p>New Information</p> | |
| <p>13 minutes (I)</p> <p>Today, we are going to talk about words that help us connect our sentences together. These words show the different time that events happen. We call them sequence words of time.</p> <p>Put up the Sequence Words Slide that shows sequence words of time. There are some words we use that talk about the beginning of a story, some for the middle, and some to show the end. Say each word and have students repeat each word out loud. Have students copy them into their notebooks.</p> <p>Show students the student example written down from the warm-up. As a class, go back and add in sequence words in front of all of the sentences.</p> | <p>12 minutes (I)</p> <p>Go through Compound Sentences Slides. Sometimes, we can combine 2 simple sentences into one sentence by adding a word. We call those new sentences compound sentences. Good writers use compound sentences to make writing more interesting.</p> <p>To make a compound sentence, we use words called coordinating conjunctions.</p> <p>Read each coordinating conjunction and have students repeat the words and copy down the notes from the slides.</p> |
| <p>Apply</p> | |
| <p>25 minutes (I)</p> <p>Now, go back to your writing for the warm-up. Take 2 minutes to go back and add a sequence word in front of your sentences. Give students 5 minutes to speak it to a partner.</p> <p>Let’s practice using sequence words. You are going to look at a story without words. Your job is to tell what is happening in the story. You should use sequence words to help your sentences connect. You can write it down and turn it in or record a video of you speaking.</p> <p>Provide students The Birthday Party. Model one or two pictures as a class. Then, allow students to work either individually or in a pair.</p> | <p>20 minutes (I, GW)</p> <p>Put up two simple sentences up on the board. Go through making them a compound sentence together.</p> <p>Pass out whiteboards and whiteboard markers. Allow students to choose if they would like to work individually or in a pair. Go through the slides of simple sentences and have students write it as a compound sentence. Have each group read their answer as they share. Ensure that students alternate who writes if working in pairs.</p> |

| | |
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| Pull struggling students into a small group and work through it with them. | |
| Generalize | |
| 2 minutes We noticed those words while we were reading the immigration narratives, so you need to make sure to use those words while you are writing your immigration narratives. | 3 minutes Write as a compound sentence: Joy likes chocolate. Peter likes Skittles. |
| Differentiation | |
| <ul style="list-style-type: none"> Students can speak or write using sequence words. Students can work in pairs or individually. Small group for struggling students. | <ul style="list-style-type: none"> Students can work in pairs or individually. |

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| Day 8 |
| Goal |
| Learning Objectives: I can use sequence words of time in writing or speaking. I can use past tense in writing or speaking. I can write and speak compound sentences. I can read a story and analyze it for comprehension. I can analyze my ideas for my personal immigration narrative with a teacher. |
| Individual Student-Teacher Meetings and Work Time (80 min) |
| Materials Needed: My Challenge (1, 2, 3) Retell Independent Reading (1 and 2) Listening Activity- Green Card Youth Voices (1 and 2) Compound Sentences Simple and Compound Sentences Trophy Hunting Student Beginning, Middle, and End Graphic Organizers First Student-Teacher Meeting Guide |
| Access |
| 5 minutes Combine these two sentences: Mai went to the store. Juani watched TV. |

Provide students a wordbank of coordinating conjunctions. Have students work alone, then ask for a few volunteers to share. If students use different coordinating conjunctions, talk about how the meaning changes or if it makes sense.

Take out your graphic organizers for the beginning, middle, and end of your stories and your work from yesterday.

New Information

15 minutes

Today we are going to have work time to practice the skills that we've been working on. While you work on your independent work, the teacher(s) will be meeting with you individually to talk about your personal immigration narrative.

(GW) During this time, students have independent work. Students may work together, but must turn in their own work. Assign students the version of the work that best meets their proficiency level.

(IS, OL) **My Challenge (1, 2, 3):** Write or speak about a time you faced a challenge. Use sequence words, compound sentences, and past tense.

(IS) **Listening Activity- Green Card Youth Voices (1, 2):** Watch 2 voices from the Green Card Voices website. Answer the questions.

(OL) **Retell Independent Reading (1, 2):** Read a book at your level. Record a video on Flipgrid of you retelling what happened in the story.

(IS) **Compound Sentences:** Rewrite sentences to turn them into compound sentences.

(IS) **Simple and Compound Sentences:** Identify if the sentence is simple or compound. Then, underline the two simple sentences in the compound sentences.

(IS, OL) **Trophy Hunting:** Look at the wordless book. Write or speak about what happens in this story using sequence words.

Go through each assignment and explain what students need to do. Answer questions as they come up.

Apply

52 minutes

During this time, students should work independently, or in small groups on their work. Each student needs to complete their own work, but students may work together to negotiate the meaning of the work. Students can do these activities in any order.

(STR) The teacher(s) should call each student to have a 5 minute individual conference.

Follow **First Student-Teacher meeting guide**. The teacher should ask the student to describe the beginning, middle, and end graphic organizers. Check-off the ideas and make notes. If notes are made, make a copy and give to the student after the meeting.

Students will be working on:

- **My Challenge**
- **Retell Independent Reading**
- **Green Card Voices Listening**
- **Compound Sentences**
- **Simple and Compound Sentences**

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| - Trophy Hunting |
| Generalize |
| 3 minutes Write this sentence in past tense: Jasmine walks to school, but Sarah rides the bus. |
| Differentiation |
| <ul style="list-style-type: none"> • Multiple versions for retell independent reading, My Challenge, and Green Card Voices Listening • Students can work independently or in groups. • Individualized meetings with each student. |

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| Day 9 |
| Goal |
| Learning Objectives: I can use sequence words of time in writing or speaking. I can use past tense in writing or speaking. I can write and speak compound sentences. I can read a story and analyze it for comprehension. I can analyze my ideas for my personal immigration narrative with a teacher. |
| Individual Student-Teacher Meetings and Work Time (80 min) |
| Materials Needed: Compound Sentences My Challenge (1, 2, 3) Retell Independent Reading (1 and 2) Green Card Voices Listening (1 and 2) Trophy Hunting Student Beginning, Middle, and End Graphic Organizers First Student-Teacher Meeting Guide |
| Access |
| 5 minutes Write the sentence in past tense: He wants to go to school, but he is too sick. Have students work alone, then go through the answer as a class. Take out your graphic organizers for the beginning, middle, and end of your stories and your work from yesterday. |

New Information

7 minutes

Today we are going to continue to have work time to practice the skills that we've been working on. While you work on your independent work, the teacher(s) will be meeting with you individually to talk about your personal immigration narrative.

(GW) During this time, students have independent work. Students may work together, but must turn in their own work. Assign students the version of the work that best meets their proficiency level.

(IS, OL) **My Challenge (1, 2, 3):** Write or speak about a time you faced a challenge. Use sequence words, compound sentences, and past tense.

(IS) **Listening Activity- Green Card Youth Voices (1, 2):** Watch 2 voices from the Green Card Voices website. Answer the questions.

(OL) **Retell Independent Reading (1, 2):** Read a book at your level. Record a video on Flipgrid of you retelling what happened in the story.

(IS) **Compound Sentences:** Rewrite sentences to turn them into compound sentences.

(IS) **Simple and Compound Sentences:** Identify if the sentence is simple or compound. Then, underline the two simple sentences in the compound sentences.

(IS, OL) **Trophy Hunting:** Look at the wordless book. Write or speak about what happens in this story using sequence words.

Answer any questions if students have them.

Apply

65 minutes

During this time, students should work independently, or in small groups on their work. Each student needs to complete their own work, but students may work together to negotiate the meaning of the work. Students can do these activities in any order.

(STR) The teacher(s) should call each student to have a 5 minute individual conference.

Follow **First Student-Teacher meeting guide**. The teacher should ask the student to describe the beginning, middle, and end graphic organizers. Check-off the ideas and make notes. If notes are made, make a copy and give to the student after the meeting.

Students will be working on:

- **My Challenge**
- **Retell Independent Reading**
- **Green Card Voices Listening**
- **Compound Sentences**
- **Simple and Compound Sentences**
- **Trophy Hunting**

Generalize

3 minutes

Write these sentences as a compound sentence:

My friend texted me. I texted her back.

| Differentiation |
|---|
| <ul style="list-style-type: none"> • Multiple versions for retell independent reading, My Challenge, and Green Card Voices Listening • Students can speak or write for Trophy Hunting. • Students can work independently or in groups. • Individualized meetings with each student. |

| Day 10 |
|--|
| Goal |
| Learning Objectives: I can write a first draft of an immigration personal narrative. I can write in past and present tense. I can write using sequence words of time. I can write using compound sentences. |
| Personal Immigration Narrative First Draft- Beginning (80 min) |
| Materials Needed: Completed Beginning Graphic Organizer from Day 3 First Draft: Beginning (1 and 2) Beginning Listening Activity |
| Access |
| 7 minutes Take out your graphic organizers for the beginning of your story. Review your graphic organizer to remind yourself of your story. Model with a student for how to share the Beginning Graphic Organizer. Then, give students time to share their Beginning Graphic Organizer with a partner. |
| New Information |
| 30 minutes (MAS, OL, STR) Today we will be starting to write our first drafts of our personal immigration narratives. A first draft is used to get your ideas out on paper, and we go back and edit to make it exactly how we want it later. Split into the same 2 groups if you did for teaching the beginning, middle, end graphic organizers, or stay in one group if there is only one teacher. Take out the graphic organizers that you did for teacher modeling. Use First Draft: Beginning 1 or 2 . Use the option that best supports student needs and proficiency levels. As you speak, make sure to write down the ideas to model. When we write, we first want to make sure we have a title. The title for the immigration stories that we read were the person's name, but it doesn't have to be. What should our title for our class immigration narrative be? <i>Take a few ideas and agree on one as a group.</i> Ok now what part of the story do I start with? <i>Beginning.</i> Let's review what we wrote in our Beginning graphic organizer . <i>Look over it as a group to remember.</i> In the beginning of the story, we want to talk about life in the home country. Remember that this |

already happened, so we want to write it in past tense. How should we start? *Meet students at the level they are at and jointly write the narrative. In the beginning, make sure to include the home country, how life was in the home country, who the person lived with or lived close to (typically family). This should be in past tense, include sequence words of time, and use compound sentences when appropriate.*

When writing jointly with students, make sure to directly write down their ideas so they can see their words and ideas reflected in the writing. If in groups, the writing should reflect the students levels. For example, if working with a group of higher writing proficiency, the model could include 1-2 paragraphs for each section. If working with a group of lower writing proficiency, writing should be 1 paragraph for each.

Apply

40 minutes

After modeling how to write the beginning of the story, give students the appropriate **First Draft: Beginning**. See **First Draft: Beginning (1 and 2)**.

(OL) Before students write the beginning section, have students record a video on Flipgrid about what they will write about.

Then, give students time to write the beginning of their story.

As students are writing, pull struggling students into a small group to work.

After writing, students should watch their classmate's videos and do **Beginning Listening Activity**. Students may do multiple if they have time.

Generalize

3 minutes

How easy was it for you to write the beginning of your story. Hold up your fingers 1-5

Differentiation

- Groupings differentiated by proficiency level
- Multiple versions for First Draft: Beginning
- Students may read their draft or speak about it depending on their proficiency while creating a video.

Week 3: Days 11-15

| Day 11 | Day 12 | Day 13 | Day 14 | Day 15 |
|---|--|--|---|---|
| <p>Objectives: Write a first draft of the middle of a personal narrative.</p> <p>Warm-up: Share completed Middle Graphic Organizer with a partner.</p> <p>Modeling First Draft of the middle of a Personal Narrative: If multiple teachers, split students into 2 groups. Read through the jointly created Middle Graphic Organizer from Day 5. Model/jointly create a first draft of the middle using First Draft: Middle. <i>Materials:</i> <i>Completed Middle Graphic Organizer First Draft: Middle (1, 2)</i></p> <p>Individual Work on First Draft: Middle: Students will fill out the First Draft: Middle about their own immigration stories.</p> <p>Middle Speaking and Listening: Students should record a video of them reading or speaking about the middle of their stories. Then, they should watch other students' videos and fill out Middle Listening Activity. <i>Materials:</i> <i>Middle Listening Activity</i></p> <p>Closing: Write down sequence words you can use for the beginning, middle, and end of your story.</p> | <p>Objectives: Write a first draft of the end of a personal narrative.</p> <p>Warm-up: Share completed End Graphic Organizer with a partner.</p> <p>Modeling First Draft of the end of a Personal Narrative: If multiple teachers, split students into 2 groups. Read through the jointly created End Graphic Organizer from Day 6. Model/jointly create a first draft of the end using First Draft: End. <i>Materials:</i> <i>Completed End Graphic Organizer First Draft: End (1, 2)</i></p> <p>Individual Work on First Draft: End: Students will fill out the First Draft: End about their own immigration stories.</p> <p>End Speaking and Listening: Students should record a video of them reading or speaking about the end of their stories. Then, they should watch other students' videos and fill out End Listening Activity. <i>Materials:</i> <i>End Listening Activity</i></p> <p>Closing Class Discussion: Why do we write first drafts?</p> | <p>Objectives: Dialogue Details</p> <p>Warm-up: Look at a sentence with dialogue. What do students notice about the sentence?</p> <p>Whole Group Dialogue Instruction: <i>Materials:</i> <i>Dialogue Slides</i></p> <p>Dialogue Script Practice: Split students up into pairs. Students will practice putting quotation marks and correct punctuation in sentences. Then, they will record a video of them reading the script using the correct tone of voice as instructed by the dialogue tag. <i>Materials:</i> <i>Dialogue Script Practice (1, 2)</i></p> <p>Whole Group Details Instruction: <i>Materials:</i> <i>Details Slides</i></p> <p>Filling out Details Graphic Organizer: Give students time to brainstorm details for their own personal immigration narrative by filling out the Details Graphic Organizer. <i>Materials:</i> <i>Details Graphic Organizer</i></p> <p>Closing: Add details to a sentence.</p> | <p>Objectives: Dialogue Details Past Tense</p> <p>Warm-up: Edit a sentence for correct punctuation for dialogue.</p> <p>Dialogue and details Practice: Students will work with a partner to create their own dialogue script about something that already happened. After they write their dialogue with correct punctuation, they should switch with another pair and record a video reading in the correct voice per the dialogue tag. <i>Materials:</i> <i>Dialogue and Details Practice</i></p> <p>Details and Dialogue Quiz: Complete independently <i>Materials:</i> <i>Dialogue and Details Quiz</i></p> | <p>Objectives: Edit and add dialogue and details to the first draft.</p> <p>Warm-up: Write a sentence in past tense.</p> <p>Modeling Adding Details and Dialogue to writing: If multiple teachers, split students into 2 groups. Read through the jointly created First Draft: Beginning, Middle, and End. Model how to add detail and dialogue to writing. <i>Materials:</i> <i>Completed First Drafts</i></p> <p>Individual Work Adding Details/Dialogue/ Individual Student Meetings: Students will add details and dialogue to their writing as well as edit using Student Editing Checklist. The teacher(s) will have individual meetings with students and give feedback on their first drafts using First Draft Feedback. <i>Materials:</i> <i>Student Editing Checklist</i> <i>Completed First Drafts First Draft Feedback</i></p> <p>Closing: What is one thing you are proud of about your narrative? What is one thing you need to work on?</p> |

| Day 11 |
|--|
| Goal |
| Learning Objectives: I can write a first draft of an immigration personal narrative. I can write in past and present tense. I can write using sequence words of time. I can write using compound sentences. |
| Personal Immigration Narrative First Draft- Middle (80 min) |
| Materials Needed: Completed Middle Graphic Organizer from Day 4 First Draft: Middle (1 and 2) Middle Listening Activity |
| Access |
| 5 minutes Take out your graphic organizers for the middle of your story. (MAS, OL) Model with a student for how to share the Middle Graphic Organizer. Then, give students time to share their Middle Graphic Organizer with a partner. |
| New Information |
| 30 minutes (MAS, OL, STR) Split into the same 2 groups if you did for teaching the beginning, middle, end graphic organizers, or stay in one group if there is only one teacher. Take out the graphic organizers that you did for teacher modeling. We wrote the beginning of our story yesterday. Who would like to read the beginning of our story for us? <i>Call on a student to read.</i> Now, let's write the middle of the story. Let's review our Middle Graphic Organizer. <i>Look it over as a group to remember the ideas.</i> In the middle, we will write about why our character immigrated to the United States, how he/she got there, and what life was like right when he/she arrived in the U.S. Use First Draft: Middle 1 or 2 . Use the option that best supports student needs and proficiency levels. <i>Meet students at the level they are at and jointly write the narrative. In the middle, make sure to have the reason why they came to the U.S. at the beginning, and talk about how long it took them to come, how they got to the U.S., how they felt about leaving their home country, how they felt once they got to the U.S., where they went in the U.S. and who went with them. This should be in past tense, include sequence words of time, and use compound sentences when appropriate.</i> <i>When writing jointly with students, make sure to directly write down their ideas so they can see their words and ideas reflected in the writing. If in groups, the writing should reflect the students levels. For example, if working with a group of higher writing proficiency, the model could include 1-2 paragraphs for each section. If working with a group of lower writing proficiency, writing should be 1 paragraph for each.</i> |

| Apply |
|--|
| <p>40 minutes</p> <p>After modeling how to write the middle of the story, give students the appropriate First Draft: Middle. See First Draft: Middle (1 and 2).</p> <p>(OL) Before students write the middle section, have students record a video on Flipgrid about what they will write about.</p> <p>Then, give students time to write the middle of their story.</p> <p>As students are writing, pull struggling students into a small group to work.</p> <p>After students finish the middle of their story, students should watch the videos of their classmates and do Middle Listening Activity. Students may do multiple if they have time.</p> |
| Generalize |
| <p>3 minutes</p> <p>Write down one sequence word you can use for the beginning of the story, one that you can use for the middle, and one that you can use for the end.</p> |
| Differentiation |
| <ul style="list-style-type: none"> • Grouping differentiated by proficiency level • Multiple versions for first draft- middle • Students may read their draft or speak about it depending on their proficiency while creating a video. |

| Day 12 |
|---|
| Goal |
| <p>Learning Objectives:</p> <p>I can write a first draft of an immigration personal narrative.</p> <p>I can write in past and present tense.</p> <p>I can write using sequence words of time.</p> <p>I can write using compound sentences.</p> |
| <p>Personal Immigration Narrative First Draft- End (80 min)</p> |
| <p>Materials Needed:</p> <p>Completed End Graphic Organizer from Day 5</p> <p>First Draft: End (1 and 2)</p> <p>End Listening Activity</p> |
| Access |
| <p>7 minutes</p> <p>Take out your graphic organizers for the end of your story.</p> |

Review your graphic organizer to remind yourself of your story. Model sharing the graphic organizer with a student if students need it. Give students time to share their End Graphic Organizer with a partner.

New Information

30 minutes (MAS, OL, STR)

Split into the same 2 groups if you did for teaching the beginning, middle, end graphic organizers, or stay in one group if there is only one teacher. Take out the graphic organizers that you did for teacher modeling.

We wrote the middle of our story yesterday. Who would like to read the beginning and middle of our story for us? *Call on a student to read.*

So now we've written about the beginning and middle of our story. Let's write about the end. Let's review what we write in our End Graphic Organizer. *Look it over as a group to remember the ideas.* For the end of the story, we will write about how life was like in the U.S. and what the future goals are.

Use **First Draft: End 1 or 2**. Use the option that best supports student needs and proficiency levels.

Meet students at the level they are at and jointly write the narrative. The end of the story should include what they did when they got to the U.S. (go to school, work, etc.), how they felt about being in the U.S. after some time, challenges they faced in the U.S. and their future goals. This should be in past and present tense when appropriate, include sequence words of time, and use compound sentences.

When writing jointly with students, make sure to directly write down their ideas so they can see their words and ideas reflected in the writing. If in groups, the writing should reflect the students levels. For example, if working with a group of higher writing proficiency, the model could include 1-2 paragraphs for each section. If working with a group of lower writing proficiency, writing should be 1 paragraph for each.

Apply

40 minutes

After modeling how to write the end of the story, give students the appropriate **First Draft: End**. See **First Draft: End (1 and 2)**.

(OL) Before students write the end section, have students record a video on Flipgrid about what they will write about.

Then, give students time to write the end of their story.

As students are writing, pull struggling students into a small group to work.

After students finish writing, students should watch the videos of their classmates and do **End Listening Activity**. Students may do multiple if they have time.

Generalize

3 minutes

Class discussion: Why do we write first drafts?

Differentiation

- Grouping differentiated by proficiency level
- Multiple versions for First Draft: End
- Students may read their draft or speak about it depending on their proficiency while creating a video.

Day 13

Goal

Learning Objectives:

I can use dialogue in my writing.

I can describe people and places.

Dialogue (40 min)

Details (40 min)

Materials Needed:

Dialogue Slides

Dialogue Script Practice (1 and 2)

Materials Needed:

Details Slides

Details Graphic Organizer

Access

3 minutes

Talk with a partner. What do you notice about this sentence? Look at the words and symbols.

“First, I went to the airport and got on the airplane,” I told my friend.

Take a few answers as a whole group.

5 minutes (IS)

Use **Details Slides**.

Look at this picture. Write down as many things as you can to describe this picture. Share with a partner.

New Information

15 minutes (IS)

This type of sentence tells us that someone is talking, which we call dialogue. *Have students repeat dialogue. Circle the quotation marks.* These are called quotation marks. *Have students repeat “quotation marks.”* We put quotation marks around the words that someone speaks.

See **Dialogue Slides** . Go through the different parts of dialogue on this slide.

We put quotation marks around the words that someone says.

We use a dialogue tag to describe who says the words and how they say them. Dialogue tags can make writing more interesting.

12 minutes (IS)

Today we are going to talk about how we describe things to make them more interesting. When we look at a picture, we can see many details. When we read and write, we get a picture in our heads based on the words.

Put up the slide.

I saw a balloon.

I saw a red balloon flying high in the sky.

Which sentence gives you a better picture? What words were added that help you picture this in your head?

Go to the next. Let's look at how dialogue tags make writing more interesting. "I want to go to the party," she said. (read out loud)

Look at number 2. "*I want to go to the party!*" *she yelled*. Notice how the dialogue tag says yelled. Who can read this for us and use the voice that the dialogue tag says to use? *Take a volunteer. Make sure they yell when they read.*

Go through the rest of the examples and have students read based on the dialogue tag.

Next slide: Now let's notice how we write dialogue.

How are you doing today he asked.

I'm doing great, thanks for asking she replied.

First, let's look at the sentence and look for the dialogue tag. *Underline the dialogue tag he asked and she replied*

We put quotation marks around what someone says. Where should we put the quotation marks? *Have students guide the answer to put quotation marks in front of How and after today as well as before I'm and after asking.*

Now we need to think about the punctuation that goes with what the person is saying. What kind of punctuation do we use with "How are you doing?" *guide students to say question mark*. When we have dialogue, we put the question mark before the last quotation mark. *Put in the question mark.*

What would we normally use with I'm doing great, thanks for asking? *Guide students to answer period*. When we use dialogue, we use a comma instead of a period. *Put in the comma.*

We always go to the next line to show someone else is speaking. Notice how they are on two different lines.

Let's practice. Go through the rest of the slides and call volunteers to mark the sentence with correct punctuation.

The market smelled good.

The fruit market smelled sweet like pineapples and mangoes.

Which sentence gives you a better picture? What words were added that help you picture this in your head?

To add details, we think about our five senses. What do you hear? What do you see? What do you smell? What do you taste? What do you feel or touch?

Go through slides and add details to the sentences together. While going through the slides, give students time to talk in pairs before sharing with the whole group to increase student participation. (GW, OL)

| Apply | |
|---|--|
| <p>20 minutes (IS, GW, OL) Dialogue Script Practice (1 and 2) Now it's your turn to practice. There are two different scripts with dialogue. The first thing you need to do is correct the sentences and put in the quotation marks, commas or question marks. Then, you and your partner will record a video of you reading your script using the voice that it says to use in the dialogue tag.</p> <p>Split students into partners and give work time. If some students are struggling, pull into a small group and do a few together.</p> | <p>20 minutes Now you are going to think about your own writing and brainstorm details that you could add to your own story. Think about the beginning, middle, and end of your story. What details could you add to make your writing more interesting?</p> <p>Pass out Details Graphic Organizer. Give students work time. As students are working, go around and ask students questions to prompt details.</p> <p><i>What do you remember about your home in your home country? How did it smell? What things did you see in your city or village?</i></p> <p><i>Think about the (airport, boat station, train station). What do you remember seeing? Hearing? Smelling?</i></p> |
| Generalize | |
| <p>2 minutes Correct this sentence.</p> <p>When will you get home from work my mom asked.</p> | <p>3 minutes Add details to this sentence to make it more interesting.</p> <p>I saw a tree.</p> |
| Differentiation | |
| <ul style="list-style-type: none"> Strategic grouping: students can be paired with lower proficiency and higher proficiency or with someone who speaks their same home language. | <ul style="list-style-type: none"> Allow students to use words or pictures in their Details Graphic Organizer. |

| Day 14 |
|--|
| Goal |
| <p>Learning Objectives: I can use dialogue in my writing. I can describe people and places. I can write in past tense.</p> |
| <p>Dialogue, Details, Past Tense Review (80 min)</p> |
| <p>Materials Needed:</p> |

| |
|---|
| Dialogue and Details Practice |
| Access |
| <p>5 minutes Correct this sentence:</p> <p>What country did you immigrate from I asked.</p> <p>Give students time to work independently. Then, go through the answer together.</p> |
| New Information |
| <p>10 minutes Today we will be reviewing how to add details and dialogue.</p> <p>Go through Dialogue Slides and Details Slides from Day 11 to review.</p> |
| Apply |
| <p>55 minutes (GW, IS) Dialogue and Details Practice- Creating your own dialogue: Today you will be writing your own script with a partner. You need to write the dialogue correctly and add details to your writing. You can decide to write about anything. It can be real or made up.</p> <p>You need at least 10 sentences, but you can write more.</p> <p>Model creating a portion of a script with a co-teacher or high-proficiency student.</p> <p>Each student should write the script to practice.</p> <p>After most students are complete, have students switch scripts with another group and record a video on Flipgrid of them and their partner reading the new script using the tone of their voice to show different dialogue tags.</p> |
| Generalize |
| <p>10 minutes Students should complete Dialogue and Details Quiz on their own for a formative assessment.</p> |
| Differentiation |
| <ul style="list-style-type: none"> Intentional partnering with low-proficiency and high-proficiency students or with someone that speaks the same language to negotiate meaning (T) |

| Day 15 |
|---|
| Goal |
| Learning Objectives: I can use dialogue in my writing. I can add details to my writing. I can write in past tense. I can edit my personal immigration narrative by myself and with a teacher. |
| Adding Details, Dialogue, Self-Review, Individual Teacher-Student Meetings about their draft (80 min) |
| Materials Needed: Completed First Draft: Beginning, First Draft: Middle, First Draft: End from Days 8-10 Student Editing Check-List |
| Access |
| 5 minutes Write this sentence in past tense. I want to go to the store, but I want to save money. Give students time to work independently. Then, go through the answer together. |
| New Information |
| 30 minutes (MAS, OL, STR) Split into the same groups that you wrote the first draft. Ask someone to read the first draft that you created. Now we will be spending time adding details and dialogue into our first drafts. Everyone needs to have at least one place where they have dialogue and everyone needs to add detail to their writing. Let's look through our First Draft: Beginning, First Draft: Middle, First Draft: End that we wrote together. Let's start with adding detail. Where is a place that you think we could add more detail about what things looked, smelled, or sounded like? <i>Work with students to add details to sentences. Use their suggestions to add in the details.</i> Now we need to have a place for dialogue. Where do you think we could add that in? <i>Work with students to add in dialogue correctly. Find at least 1 place, or multiple places to add in dialogue.</i> Today you will be having individual meetings with a teacher about your drafts. You will also have time to continue working on your drafts. When you are not meeting with a teacher, you need to: <ol style="list-style-type: none"> 1. Finish adding details/dialogue to your writing. 2. Circle or highlight your verbs. Are they in past tense when you are writing about things that already happened? Are they in present tense when you talk about your life now and your goals? 3. Make any changes after your teacher meeting. |

Apply

40 minutes

Now it's your turn to edit your first draft. Find places where you could add more details and add in dialogue.

(STR) Meet with students individually. You should have already read all of their papers and filled out **First Draft Feedback**. Go through feedback together.

Students should work on their **Student Editing Checklist**.

Generalize

5 minutes

Have students write down and turn in:

What is one thing that you are proud of for your personal narrative?

What is one thing that you need to work on for your personal narrative?

Differentiation

- individualized student meetings

Week 4: Days 16-20

| Day 16 | Day 17 | Day 18 | Day 19 | Day 20 |
|--|---|--|---|--|
| <p>Objectives: Edit and add dialogue and details, write final draft</p> <p>Warm-up: Write down 3 things you want to finish today.</p> <p>Model Typing Final Draft: Teacher should model the format for typing the final draft of their narrative. Students should pull up a document and do basic formatting with the teacher.</p> <p>Individual Work Adding Details/Dialogue/ Individual Student Meetings: Students will add details and dialogue to their writing, edit using Student Editing Checklist, and type their final drafts. The teacher(s) will have individual meetings with students and give feedback on their first drafts using First Draft Feedback.</p> <p><i>Materials:</i> <i>Student Editing Checklist</i> <i>Completed First Drafts</i> <i>First Draft Feedback</i></p> <p>Closing: What do you still need to work on for your final personal immigration narrative?</p> | <p>Objectives: Write a final draft, start working on a creative personal narrative project.</p> <p>Warm-up: How is your personal immigration narrative progressing?</p> <p>Explain Final Creative Project: Teacher should explain the options for the final creative project as well as go through the rubric.</p> <p><i>Materials:</i> <i>Personal Immigration Narrative Project:</i> <i>Drawings, Slides, and Video</i> <i>Personal Immigration Project Rubric</i></p> <p>Individual Work-time: Students will work on finishing their final draft and work on their Personal Immigration Narrative Project.</p> <p>Closing: What did you complete today?</p> | <p>Objectives: Write a final draft, start working on a creative personal narrative project.</p> <p>Warm-up: How is your personal immigration narrative and project progressing?</p> <p>Review Final Creative Project: Teacher should review the options for the final creative project and take questions.</p> <p><i>Materials:</i> <i>Personal Immigration Narrative Project:</i> <i>Drawings, Slides, and Video</i> <i>Personal Immigration Project Rubric</i></p> <p>Individual Work-time: Students will work on finishing their final draft and work on their Personal Immigration Narrative Project. Students will sign-up for a presentation day.</p> <p>Closing: What did you work on today?</p> | <p>Objectives: Presenting projects</p> <p>Warm-up: What is your creative project?</p> <p>Individual Work-time: Students will work on finishing their Personal Immigration Narrative Project or practice presenting their project to a small group.</p> <p><i>Materials:</i> <i>Personal Immigration Narrative Project:</i> <i>Drawings, Slides, and Video</i> <i>Personal Immigration Project Rubric</i></p> <p>Whole Group Presentations: Students will present their Personal Immigration Narrative Project to the class. The teacher will use Personal Immigration Project Rubric to grade. Students will fill out Student Presentation Feedback while watching the presentations.</p> <p><i>Materials:</i> <i>Personal Immigration Project Rubric</i> <i>Student Presentation Feedback</i></p> <p>Whole Group Presentations: Students will present their Personal Immigration Narrative Project to the class. The teacher will use Personal Immigration Project Rubric to grade. Students will fill out Student Presentation Feedback while watching the presentations.</p> <p><i>Materials:</i> <i>Personal Immigration Project Rubric</i> <i>Student Presentation Feedback</i></p> <p>Personal Immigration Narrative Reflection: Students will reflect on their project through writing or by making a video.</p> <p><i>Materials:</i> <i>Personal Immigration Narrative Reflection</i></p> <p>Closing: What went well with presentations today?</p> | <p>Objectives: Presenting projects Reflecting on projects</p> <p>Warm-up: Practice your presentation.</p> <p>Whole Group Presentations: Students will present their Personal Immigration Narrative Project to the class. The teacher will use Personal Immigration Project Rubric to grade. Students will fill out Student Presentation Feedback while watching the presentations.</p> <p><i>Materials:</i> <i>Personal Immigration Project Rubric</i> <i>Student Presentation Feedback</i></p> <p>Personal Immigration Narrative Reflection: Students will reflect on their project through writing or by making a video.</p> <p><i>Materials:</i> <i>Personal Immigration Narrative Reflection</i></p> |

| Day 16 |
|--|
| Goal |
| Learning Objectives: I can use dialogue in my writing. I can add details to my writing. I can write in past tense. I can edit their personal immigration narrative with a partner and with a teacher. |
| Individual Teacher Meetings/Writing the Final Draft (80 min) |
| Materials Needed: Student Editing Checklist First Draft Feedback |
| Access |
| 5 minutes Think about your goals for today. Write down 3 things that you want to finish today. Then, give students time to share with a partner. |
| New Information |
| 10 minutes Today you will be having individual meetings with a teacher about your drafts. You will also have time to continue working on and finishing your drafts. When you are not meeting with a teacher, you need to work on your Student Editing Checklist : <ol style="list-style-type: none"> 1. Finish adding details/dialogue to your writing. 2. Circle or highlight your verbs. Are they in past tense when you are writing about things that already happened? Are they in present tense when you talk about your life now and your goals? 3. Make any changes after your teacher meeting. 4. Type your final personal immigration narrative. <p>You need to make sure your personal narrative is typed and turned in. Model how you want the document formatted. Have students do this with you. Think about name placement, title, indented paragraph.</p> |
| Apply |
| 60 minutes Give students time to edit and work on writing your final drafts. (STR) Meet with students individually. You should have already read all of their papers and filled out First Draft Feedback . Go through feedback together. Students should work on their Student Editing Checklist and typing their final drafts. |

| Generalize |
|---|
| 5 minutes What do you still need to work on for your final personal immigration narrative? Write it down and turn it in. |
| Differentiation |
| <ul style="list-style-type: none"> individualized student meetings |

| Days 17 | | | | | |
|---|---------------------------------------|------------------------------------|---|---------------------------------------|--|
| Goal | | | | | |
| Learning Objectives: I can use dialogue in my writing. I can describe people and places. I can write in past tense. I can edit and finish my personal narrative. I can make a creative final project. | | | | | |
| Work on Final Immigration Narrative and Creative Presentation (80 min) | | | | | |
| Materials Needed: Personal Immigration Narrative Project: Drawings Personal Immigration Narrative Project: Slides Personal Immigration Narrative Project: Video Personal Immigration Project Rubric | | | | | |
| Access | | | | | |
| 3 minutes Write on chart paper and create this chart. Have students write their name or initial in the table with where they are in black (Or any color. All students should write in the same color). | | | | | |
| <table> <tr> <th>How is your personal narrative going?</th></tr> <tr> <td>I am still editing my first draft.</td></tr> <tr> <td>My first draft is done. I have not started typing it.</td></tr> <tr> <td>I have started typing my final draft.</td></tr> <tr> <td>I finished and turned in my final draft.</td></tr> </table> | How is your personal narrative going? | I am still editing my first draft. | My first draft is done. I have not started typing it. | I have started typing my final draft. | I finished and turned in my final draft. |
| How is your personal narrative going? | | | | | |
| I am still editing my first draft. | | | | | |
| My first draft is done. I have not started typing it. | | | | | |
| I have started typing my final draft. | | | | | |
| I finished and turned in my final draft. | | | | | |

New Information

20 minutes

Today you will have work time on your final personal immigration narrative and your final creative project.

Telling your immigration story is important. You are working on writing it down and practicing your academic writing. This project will give you the opportunity to share your story in a different way.

(OL) Introduce the **Personal Immigration Narrative Projects**

Students will create a way to speak about their personal immigration narrative to practice academic oral language.

Students may create:

- **Personal Immigration Narrative Project: Drawings**
- **Personal Immigration Narrative Project: Slides**
- **Personal Immigration Narrative Project: Video**

Go through some models of each assignment. After the first year, save student models to show the next years.

- See **Models for Personal Immigration Narrative Project: Drawings**
- See **Models for Personal Immigration Narrative Project: Slides**
- Use videos from Green Card Voices for models for **Personal Immigration Narrative Project: Video** <https://www.greencardvoices.org/videos/green-card-youth-voices-st-paul/> (Green Card Voices, 2020)

Go through the assignments and **Personal Immigration Project Rubric**.

Apply

50 minutes

Students should work on whatever step they are at:

- Final draft of personal immigration narrative
- Personal Immigration Narrative Project

As students are working, pull students who are still working on their final draft to work with them on finishing and answering any questions. Students who are struggling with the final project can also be pulled into a small group to re-explain the project and help get them started.

Generalize

2 minutes

What did you complete today?

Differentiation

- Different options for creative projects
- Students can work on whatever assignment they need to finish.

| Days 18 | | | | | | | | |
|--|--|------------------------------------|---|---------------------------------------|--|---|---|---|
| Goal | | | | | | | | |
| Learning Objectives: I can use dialogue in my writing. I can add details to my writing. I can write in past tense. I can edit and finish my personal narrative. I can make a creative final project. | | | | | | | | |
| Work on Final Immigration Narrative and Creative Presentation (80 min) | | | | | | | | |
| Materials Needed: Personal Immigration Narrative Project: Drawings Personal Immigration Narrative Project: Slides Personal Immigration Narrative Project: Video Personal Immigration Project Rubric | | | | | | | | |
| Access | | | | | | | | |
| 3 minutes Bring out the chart from the previous day and add the bolded rows. Have students write their name or initials in a different color than day one. Talk about how students are progressing and what students still need to accomplish | | | | | | | | |
| <table border="1"> <tr> <td>How is your personal narrative going?</td></tr> <tr> <td>I am still editing my first draft.</td></tr> <tr> <td>My first draft is done. I have not started typing it.</td></tr> <tr> <td>I have started typing my final draft.</td></tr> <tr> <td>I finished and turned in my final draft.</td></tr> <tr> <td>I have just started my personal immigration project.</td></tr> <tr> <td>I am about half-way done with my personal immigration project.</td></tr> <tr> <td>I am almost done with my personal immigration project.</td></tr> </table> | How is your personal narrative going? | I am still editing my first draft. | My first draft is done. I have not started typing it. | I have started typing my final draft. | I finished and turned in my final draft. | I have just started my personal immigration project. | I am about half-way done with my personal immigration project. | I am almost done with my personal immigration project. |
| How is your personal narrative going? | | | | | | | | |
| I am still editing my first draft. | | | | | | | | |
| My first draft is done. I have not started typing it. | | | | | | | | |
| I have started typing my final draft. | | | | | | | | |
| I finished and turned in my final draft. | | | | | | | | |
| I have just started my personal immigration project. | | | | | | | | |
| I am about half-way done with my personal immigration project. | | | | | | | | |
| I am almost done with my personal immigration project. | | | | | | | | |
| New Information | | | | | | | | |
| 5 minutes Today you will have work time on your final personal immigration narrative and your final creative project. You will have today and 40 minutes tomorrow to work on your projects. | | | | | | | | |

(OL) Review the **Personal Immigration Narrative Projects**

Students will create a way to speak about their personal immigration narrative to practice academic oral language.

Students may create:

- **Personal Immigration Narrative Project: Drawings**
- **Personal Immigration Narrative Project: Slides**
- **Personal Immigration Narrative Project: Video**

Review the assignments and **Personal Immigration Project Rubric**.

Provide time for students to ask questions.

Apply

70 minutes

Students should work on whatever step they are at:

- Final draft of personal immigration narrative
- Personal Immigration Narrative Project

As students are working, pull students who are still working on their final draft to work with them on finishing and answering any questions. Students who are struggling with the final project can also be pulled into a small group to re-explain the project and help get them started.

If students are finishing their project, look over it with them and ask questions about where they could add information. If multiple students are finishing, group them and have them practice their presentations together.

During this lesson, have students sign-up for a presentation day.

Generalize

2 minutes

What did you work on today?

Write it down and turn it in.

Differentiation

- Different options for creative projects

Day 19

Goal

Learning Objectives:

I can speak in past tense.

I can speak about the beginning, middle, and end of my personal immigration narrative.

I describe people and places.

Work-time and Presentations (80 minutes)

Materials Needed:
Personal Immigration Project Rubric
Student Presentation Feedback

Access

5 minutes

Bring up the chart from the previous 2 days.

Have students write their name on the chart in a different color than the previous two days. Talk about the progress of the class and what students still need to finish.

How is your personal narrative going?

I am still editing my first draft.

My first draft is done. I have not started typing it.

I have started typing my final draft.

I finished and turned in my final draft.

I have just started my personal immigration project.

I am about half-way done with my personal immigration project.

I am almost done with my personal immigration project.

New Information

3 minute

Today you will have work-time on your personal immigration narrative projects and we will start presenting.

Apply

20 minutes

For students that are still working, give them time to work.

(OL) For students that are finished, put them into small groups. Students should practice presenting their project. After each presentation, the group members should tell the presenter what they did well and what they could do better on.

47 minutes

(OL) After 20 minutes, start the whole group presentations.

The teacher should fill out **Personal Immigration Project Rubric** for each student.

Students should fill out **Student Presentation Feedback** to practice their active listening skills and provide feedback.

Generalize

5 minutes

Class discussion: What did you notice went well with presentations today?

| Differentiation |
|--|
| <ul style="list-style-type: none"> Differentiated work time- students should work on their projects or practice presenting Differentiated projects |

| Day 20 |
|--|
| Goal |
| Learning Objectives: I can speak in past tense. I can speak about the beginning, middle, and end of my personal immigration narrative. I describe people and places. |
| Presentations and Reflection (80 minutes) |
| Materials Needed: Personal Immigration Project Rubric Student Presentation Feedback Personal Immigration Narrative Reflection |
| Access |
| 7 minutes Warm-Up: Look over your project and practice your presentation |
| New Information |
| (OL) Today we will continue presentations. |
| Apply |
| 60 minutes Students will present their projects to the class. The teacher should fill out Personal Immigration Project Rubric for each student. Students should fill out Student Presentation Feedback to practice their active listening skills and provide feedback. |
| Generalize |
| 13 minutes (OL) Students should write or record a video for their Personal Immigration Narrative Reflection . |
| Differentiation |
| <ul style="list-style-type: none"> Differentiated projects Students choose how to reflect on their Personal Immigration Narrative Reflection |

Personal Narrative Pre-Assessment

Write about your first day of school in the United States.

Include:

- Characters, Setting, Beginning, Middle, and End
- Write in past tense
- Use descriptions and dialogue

Use the graphic organizer to help you plan your writing. Then, write it in paragraphs.

When was your first day of school? What school did you go to?

Who was there?

What happened before school?

What happened during school?

What happened after school?

What did you learn?

Write your paragraphs here:

Personal Narrative Pre-Assessment Rubric

| Benchmark | Exceeding (4) | Proficient (3) | Close to Proficient (2) | Needs More Time (1) | Score |
|--|---|---|--|---|---------|
| Point of View, Characters 9.7.3.3 [a] | Student expertly writes a multi paragraph narrative that has a point of view and introduces and describes a character. | Student writes a narrative that may or may not have multiple paragraphs and has a point of view, introduces and describes a character. | Student writes a narrative that has most of the following: point of view, introduces and describes a character. | Student writes a narrative that is incomplete and has some of the following: a point of view, introduces and describes a character. | _____/4 |
| Events and Sequence 9.7.3.3 [a] | Student expertly writes a narrative that has a clear beginning, middle, and end with smooth transitions and sequence words. | Student writes a narrative that has a clear beginning, middle, and end with some transitions and sequence words. | Student writes a narrative that has most of the following: a beginning, middle, and end with some transitions and sequence words. | Student writes a narrative that is incomplete and has some of the following: a beginning, middle, and end with smooth transitions and sequence words. | _____/4 |
| Literary and Narrative Techniques 9.7.3.3 [b] | Student expertly uses multiple places with details and dialogue in their writing. | Student uses some details and dialogue in their writing. | Student uses details and dialogue in their writing, but formatting may be incorrect. | Student may or may not use details and dialogue in their writing. | _____/4 |
| Conclusions 9.7.3.3 [c] | Student expertly provides a conclusion that explains multiple challenges and future goals. | Student provides a conclusion that explains at least one challenge and future goal . | Student somewhat provides a conclusion that states their challenges or future goals | Student may or may not provide a conclusion that explains their challenges and future goals | _____/4 |
| Phrases and Clauses 9.11.1.1 [b] | Student expertly uses subject-verb agreement, correct tense, compound sentences and capital letters and punctuation. | Student correctly uses subject-verb agreement, correct tense, compound sentences, and capital letters and punctuation in over 80% of their writing. | Student correctly uses subject-verb agreement, correct tense, compound sentences and capital letters and punctuation in over 50% of their writing. | Student may or may not use subject-verb agreement, correct tense, compound sentences and capital letters and punctuation. | _____/4 |

Past Tense Slides

Past Tense Slides

When did this happen?

I laughed at the joke.

Past Tense Slides

Simple Sentences:

Who or what
the sentence
is about.

Simple Sentence = **Subject** + **Predicate**

What the
subject does.

The students do their homework.

My parents were angry at me.

Messi is my favorite soccer player.

Past Tense Slides

Who or what
the sentence
is about.

Simple Sentence = **Subject** + **Predicate**

What the
subject does.

| Simple Sentence | Subject | Predicate |
|-------------------------------------|----------------|------------------|
| I like rice. | | |
| The girls want to go to the park. | | |
| Hser Paw and Emily text each other. | | |

Past
Tense
Slides

The **verb** is the most important word in the predicate

Verbs are actions.



(ESL Buzz, 2017)

Past
Tense
Slides

The **verb** is the most important word in the predicate

Verbs to have: **have, has**

I **have** two dogs. He **has** a little brother.

Verbs to be: **am, is, are**

I **am** a human.

You **are** very smart.

The doctor **is** busy.

Past Tense Slides

Who or what
the sentence
is about.

Simple Sentence = **Subject** + **Predicate**

What the subject does. The
most important word is the
verb.

| Simple Sentence | Subject | Verb |
|-------------------------------------|----------------|-------------|
| I like rice. | | |
| The girls want to go to the park. | | |
| Hser Paw and Emily text each other. | | |

The **verb** tells us when something happens.

To show something has already happened, the verb needs to be in **past tense**.

How do we form the past tense?

- Add -ed to the end of the verb

Past Tense- How do we do it?

For regular verbs, add -ed.

| Infinitive | | Past tense |
|------------|---|------------|
| want | → | wanted |
| wash | → | washed |
| smile | → | smiled |
| jump | → | jumped |

Let's Practice!

| Present Tense | Past Tense |
|---------------|------------|
| like | |
| text | |
| call | |
| cook | |

Past Tense- ends in (consonant)y-
take off the **y** and changed to **-ied**

Infinitive

Past tense

Try → Tried

Cry → Cried

Dry → Dried

Worry → Worried

Copy → Copied

Let's Practice!

| Present Tense | Past Tense |
|---------------|------------|
| carry | |
| bury | |
| apply | |
| fry | |

Past Tense- Irregulars

| | | | | | |
|--------|---|--------|--------|--|-----------|
| fall |  | fell | be |  | was, were |
| feel |  | felt | begin |  | began |
| write |  | wrote | know |  | knew |
| forget |  | forgot | see |  | saw |
| get |  | got | bring |  | brought |
| give |  | gave | take |  | took |
| go |  | went | buy |  | bought |
| speak |  | spoke | choose |  | chose |
| have |  | had | come |  | came |
| | | | eat |  | ate |

Let's Practice!

| Sentence | Subject | Verb | Past Tense |
|--|---------|------|------------|
| Pare Meh and Eh Sa Kaw immigrate to the U.S. | | | |
| The table is brown. | | | |
| The book has 200 pages. | | | |
| The friends walk together. | | | |

Past Tense Irregulars Chart

| Infinitive | Simple Past |
|------------|-------------|
| be | was, were |
| begin | began |
| know | knew |
| see | saw |
| bring | brought |
| take | took |
| buy | bought |
| choose | chose |
| come | came |
| eat | ate |
| fall | fell |
| feel | felt |
| write | wrote |
| forget | forgot |
| get | got |
| give | gave |
| go | went |
| speak | spoke |
| have | had |

Past Tense Speaking Practice

1. Find a partner. Choose who will be partner 1 and who will be partner 2.
2. Partner 1 has 3 minutes to tell Partner 1 what they did yesterday. Speak in past tense.
3. Partner 2 has 2 minute to repeat what partner 1 did.
4. Switch roles and repeat.

Sentence starters for speaking:

In the morning I _____.

Then I _____.

In the afternoon I _____.

After that I _____.

At night I _____.

Beginning Graphic Organizer (Version 1)

Setting: What city and country did you come from?

Setting: What was your country like? Describe your country.

Characters: Who did you live with? Who lived close to you? What did they do for a job?

Plot: What did you like to do in your home country? Did you have a job? Did you go to school?

Plot: Why did you leave your home country?

Other important information:

Beginning Graphic Organizer (Version 2)

Setting: What country did you come from?

What city did you come from?

Setting: What was your country like?

Safe Dangerous small town big city I liked it. I didn't like it.

I had a lot of money. I did not have a lot of money.

Characters: Who did you live with? Who lived close to you?

Family names:

Friends names:

Plot: What did you like to do in your home country?

Did you have a job?

Did you go to school?

Plot: Why did you leave your home country?

Jobs Education Freedom War

Middle Graphic Organizer (Version 1)

Who did you go to the United States with? Who came to the United States first?

How long did it take before you could go to the United States? What did you do while you waited?

How did you feel about going to the United States? Why?

How did you get to the United States? Describe your journey.

Where did you go in the United States?

Other important information:

Middle Graphic Organizer (Version 2)

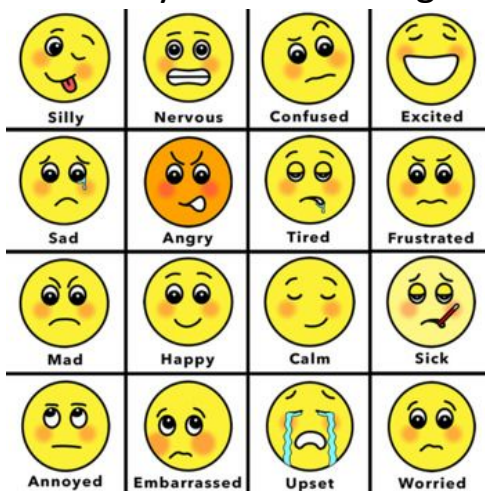
Who did you go to the United States with? Who came to the United States first?

How long did it take before you could go to the United States?

What did you do while you waited?

work school helped family played with friends

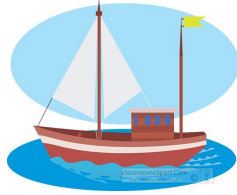
How did you feel about going to the United States? Why?



How did you get to the United States?



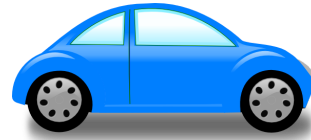
airplane



boat



train

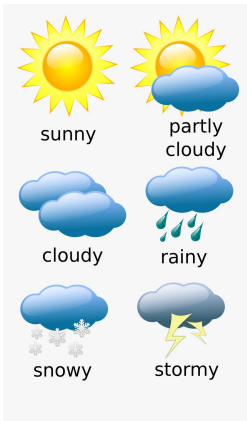


car

How long did it take you to get to the U.S.?

What city and state did you go to in the United States?

What was the weather like?



Other important information:

End Graphic Organizer (Version 1)

What were some challenges for you in the United States?

How do you feel now about living in the United States? Why?

Where do you go to school? What do you think about it?

What do you do for work?

What do you do for fun?

What are your goals for the future?

Job:

Education:

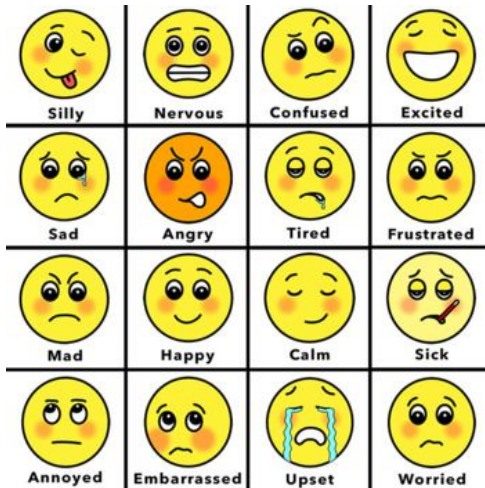
Where do you want to live?

Other important information:

End Graphic Organizer (Version 2)

What were some challenges for you in the United States?

How do you feel now about living in the United States? Why?



Where do you go to school?

Do you like school? Why or why not?

What do you do for work?

help family I work at _____

What do you do for fun?

What are your goals for the future?

What job do you want to have?

Do you want to go to college?

Where do you want to live?

Other important information:

Sequence Word Slide

Sequence Words

| Beginning | Middle | End |
|--|--|---|
| <ul style="list-style-type: none">• First• In the beginning• To start• Before• Then• Next | <ul style="list-style-type: none">• Then• Next• Later• Later that day, month or year• Eventually• After• After ___ days, months or years | <ul style="list-style-type: none">• Finally• Lastly• In the end• Afterward• In conclusion |

The Birthday Party

Write or record a video on Flipgrid about what is happening in the story. For each picture, write or speak at least one sentence.

Rubric: 9 points total

- One sentence for each picture. (.5 points per picture)
- Sequence words of time for each sentence (.5 per picture)
- Capital letters and periods. (.5 points per picture)

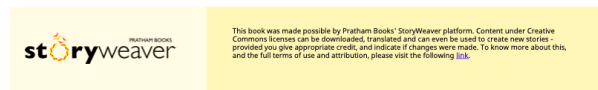
| Beginning | Middle | End |
|---|--|---|
| <ul style="list-style-type: none"> • First • In the beginning • To start • Before • Then • Next | <ul style="list-style-type: none"> • Then • Next • Later • Later that day, month or year • Eventually • After • After ___ days, months or years | <ul style="list-style-type: none"> • Finally • Lastly • In the end • Afterward • In conclusion |



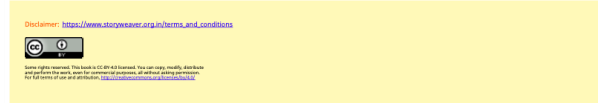
story
weaver

The Birthday Party
Author: Storyweaver, Pratham Books
Illustrator: Megha Vishwanath

Level 1



Story Attribution:
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Illustration Attributions:
Cover page: *Boy taking photographs, mother crying in the kitchen* by Megha Vishwanath © Pratham Books, 2015. Some rights reserved. Released under CC BY 4.0 license. Page 2: *Birthday party* by Megha Vishwanath © Megha Vishwanath, 2015. Some rights reserved. Released under CC BY 4.0 license. Page 3: *A boy opening gifts after a party* by Megha Vishwanath © Megha Vishwanath, 2015. Some rights reserved. Released under CC BY 4.0 license. Page 4: *Boy taking photographs, mother crying in the kitchen* by Megha Vishwanath © Pratham Books, 2015. Some rights reserved. Released under CC BY 4.0 license. Page 5: *Crying mother and son* by Megha Vishwanath © Megha Vishwanath, 2015. Some rights reserved. Released under CC BY 4.0 license. Page 6: *Boy and mother in the kitchen* by Megha Vishwanath © Megha Vishwanath, 2015. Some rights reserved. Released under CC BY 4.0 license. Page 7: *Camera flash* by Megha Vishwanath © Megha Vishwanath, 2015. Some rights reserved. Released under CC BY 4.0 license. Page 8: *Crying mother and son* by Megha Vishwanath © Megha Vishwanath, 2015. Some rights reserved. Released under CC BY 4.0 license.



1.



2.



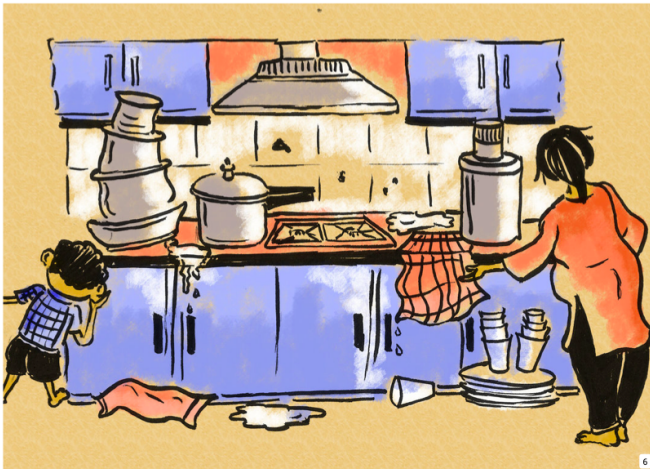
4

3.



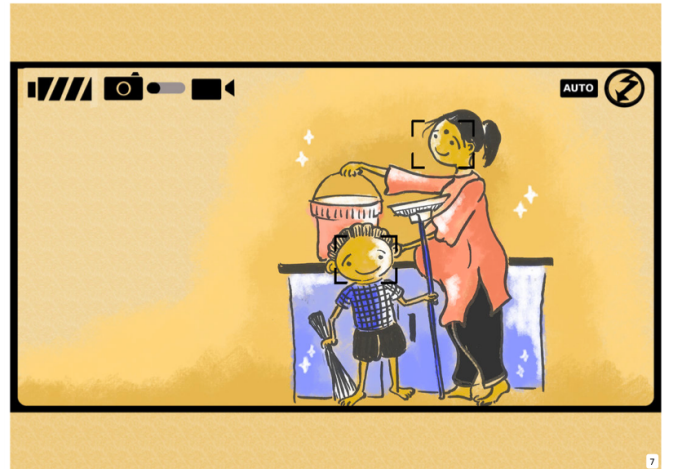
5

4.



6

5.



7

6.

Compound Sentences Slides

Compound Sentences

How can we make these two sentences into one sentence?

Ali likes rice.

Hamza likes beans.

Compound Sentences

Combining two simple sentences into one sentence using a comma (,) and coordinating conjunction.

WHY?

Good writers use compound sentences to make their writing flow better.

The dog looks scary. The dog is nice.

The dog looks scary, but the dog is nice.

Coordinating Conjunctions- FANBOYS

For

And

Nor

But

Or

Yet

So

For- means because

I went for a walk, **for** the weather was beautiful.

And- adds information

I went for a walk, **and** I saw a beautiful lake.

Nor- tells what something is NOT

I did not go for a walk, **nor** enjoy the beautiful weather.

But- contrasts, or says something unexpected

I went for a walk, **but** my friend did not come with me.

Or- offers a choice

I can go for a walk, **or** I can sit on the couch.

Yet- used like “but”

I went for a walk, **yet** my friend did not come with me.

So- shows the result

I went for a walk, **so** I am tired.

Compound Sentences

Combine the sentences.

She likes cheese. I hate cheese.

For

And

Nor

But

Yet

So

Compound Sentences

Combine the sentences.

I stayed up all night playing video games. I am tired.

For
And
Nor
But
Yet
So

Compound Sentences

Combine the sentences.

I played soccer. I saw my friends.

For
And
Nor
But
Yet
So

Compound Sentences

Combine the sentences.

I don't want to go to school. I want to learn.

For
And
Nor
But
Yet
So

Compound Sentences

Combine the sentences.

The cat bit me. I went to the doctor.

For
And
Nor
But
Yet
So

Compound Sentences

Combine the sentences.

Yomiyu immigrated from Ethiopia.
Eh Sa Kaw immigrated from Thailand.

For
And
Nor
But
Yet
So

Compound Sentences

Combine the sentences.

Tatiana speaks Spanish.
Pare Meh speaks Karenni.

For
And
Nor
But
Yet
So

Compound Sentences

Combine the sentences.

Pare meh didn't want to immigrate to the U.S.

Eh Sa Kaw didn't want to immigrate to the U.S.

For

And

Nor

But

Yet

So

Write about a time you faced a challenge. (1)

Rubric: (10 points)

Your challenge (1 point)

Characters (1 point)

Setting (1 point)

Beginning, middle, and end (3 points)

Sequence Words of Time (1 point)

Compound sentences (1 points)

Past tense (1 point)

Capital letters and periods (1 point)

| Beginning | Middle | End |
|--|--|---|
| <ul style="list-style-type: none">• First• In the beginning• To start• Before• Then• Next | <ul style="list-style-type: none">• Then• Next• Later• Later that day, month or year• Eventually• After• After ___ days, months or years | <ul style="list-style-type: none">• Finally• Lastly• In the end• Afterward• In conclusion |

My Challenge

Write about a time you faced a challenge. (2)

Rubric: (10 points)

Your challenge (1 point)

Characters (1 point)

Setting (1 point)

Beginning, middle, and end (3 points)

Sequence Words of Time (1 point)

Compound sentences (1 points)

Past tense (1 point)

Capital letters and periods (1 point)

| Beginning | Middle | End |
|--|--|---|
| <ul style="list-style-type: none">• First• In the beginning• To start• Before• Then• Next | <ul style="list-style-type: none">• Then• Next• Later• Later that day, month or year• Eventually• After• After ___ days, months or years | <ul style="list-style-type: none">• Finally• Lastly• In the end• Afterward• In conclusion |

My Challenge

One challenged I faced was _____

_____.

The people (characters) in the story are_____.

The story takes place (setting) in_____.

In the beginning_____

_____.

In the middle_____

_____.

In the end_____

_____.

Write about a time you faced a challenge. Use words and pictures. (3)

Rubric: (10 points)

Your challenge (1 point)

Characters (1 point)

Setting (1 point)

Beginning, middle, and end (3 points)

Sequence Words of Time (1 point)

Compound sentences (1 points)

Past tense (1 point)

Capital letters and periods (1 point)

| Beginning | Middle | End |
|--|--|---|
| <ul style="list-style-type: none">• First• In the beginning• To start• Before• Then• Next | <ul style="list-style-type: none">• Then• Next• Later• Later that day, month or year• Eventually• After• After ___ days, months or years | <ul style="list-style-type: none">• Finally• Lastly• In the end• Afterward• In conclusion |

My Challenge

| |
|--|
| |
|--|

Setting

| |
|--|
| |
|--|

Characters

| |
|--|
| |
|--|

Beginning

| |
|--|
| |
|--|

Middle

| |
|--|
| |
|--|

End

| |
|--|
| |
|--|

Listening Activity- Green Card Youth Voices (1)

1. Go to <https://www.greencardvoices.org/videos/green-card-youth-voices-st-paul/> (Green Card Voices, 2020)
2. Choose 2 videos to watch.
3. Answer at least 5 of the following questions about each video. Remember to use past tense and complete sentences.

Rubric: 15 points

Answered 5 questions about each video. (.5 points each)

Used complete sentences. (.5 points each)

Wrote in past tense. (.5 points each)

Video 1

Name of person: _____

1. What country did he/she immigrate from?
2. Why did he/she immigrate to the U.S.?
3. Who did he/she come to the U.S. with?
4. How did he/she feel about going to the U.S.?
5. What was challenging about going to the U.S.?
6. What were his or her goals for the future?
7. Did you like this video? Why or why not?

Video 2

Name of person: _____

1. What country did he/she immigrate from?
2. Why did he/she immigrate to the U.S.?
3. Who did he/she come to the U.S. with?
4. How did he/she feel about going to the U.S.?
5. What was challenging about going to the U.S.?
6. What were his or her goals for the future?
7. Did you like this video? Why or why not?

Listening Activity- Green Card Youth Voices (2)

1. Go to <https://www.greencardvoices.org/videos/green-card-youth-voices-st-paul/> (Green Card Voices, 2020)
2. Choose 2 videos to watch.
3. Answer at least 5 of the following questions about each video. Remember to use past tense and complete sentences.

Rubric: 15 points

Answered 5 questions about each video. (.5 points each)

Used complete sentences. (.5 points each)

Wrote in past tense. (.5 points each)

Video 1

Name of person: _____

1. What country did he/she immigrate from?

[He or she immigrated from](#)

2. Why did he/she immigrate to the U.S.?

[He or she immigrated to the U.S. because](#)

3. Who did he/she come to the U.S. with?

[He or she came to the U.S. with](#)

4. How did he/she feel about going to the U.S.?

[He or she felt](#)

5. What was challenging about going to the U.S.?

[It was challenging to](#)

6. What were his or her goals for the future?

[His or her goals for the future were](#)

7. Did you like this video? Why or why not?

[I liked this video because](#)

[I did not like this video because](#)

Video 2

Name of person: _____

1. What country did he/she immigrate from?

He or she immigrated from

2. Why did he/she immigrate to the U.S.?

He or she immigrated to the U.S. because

3. Who did he/she come to the U.S. with?

He or she came to the U.S. with

4. How did he/she feel about going to the U.S.?

He or she felt

5. What was challenging about going to the U.S.?

It was challenging to

6. What were his or her goals for the future?

His or her goals for the future were

7. Did you like this video? Why or why not?

I liked this video because

I did not like this video because

Retell Independent Reading. (1)

Read your assigned book. Retell what happened in your own words.

Record a video on Flipgrid.

Rubric: (10 points)

Title of the book (1 point)

Characters (1 point)

Setting (1 point)

Beginning, middle, and end (3 points)

Sequence Words of Time (1 point)

Compound sentences (1 points)

Past tense (1 point)

Capital letters and periods (1 point)

| Beginning | Middle | End |
|--|--|---|
| <ul style="list-style-type: none">• First• In the beginning• To start• Before• Then• Next | <ul style="list-style-type: none">• Then• Next• Later• Later that day, month or year• Eventually• After• After ___ days, months or years | <ul style="list-style-type: none">• Finally• Lastly• In the end• Afterward• In conclusion |

Retell Independent Reading (2)

Read your assigned book. Retell what happened in your own words.

Record a video on Flipgrid.

Rubric: (10 points)

Rubric: (10 points)

Title of the book (1 point)

Characters (1 point)

Setting (1 point)

Beginning, middle, and end (3 points)

Sequence Words of Time (1 point)

Compound sentences (1 points)

Past tense (1 point)

Capital letters and periods (1 point)

| Beginning | Middle | End |
|--|--|---|
| <ul style="list-style-type: none">• First• In the beginning• To start• Before• Then• Next | <ul style="list-style-type: none">• Then• Next• Later• Later that day, month or year• Eventually• After• After ___ days, months or years | <ul style="list-style-type: none">• Finally• Lastly• In the end• Afterward• In conclusion |

The title of my book is...

The characters in the story are...

The setting of the story is...

In the beginning...

In the middle...

In the end...

Compound Sentences

Rewrite the two simple sentences to be one compound sentence.

Rubric: 10 points

Comma (.5 each)

Coordinating conjunction (.5 each)

Capital letters and period (1 each)

Example:

Yomiyu immigrated from Ethiopia. Eh Sa Kaw immigrated from Thailand.

Yomiyu immigrated from Ethiopia, but Eh Sa Kaw immigrated from Thailand.

Coordinating
Conjunctions

for
and
nor
but
or
yet
so

1. Tatiana was sad to leave Honduras. Tatiana was excited to live in the U.S.

2. Pare Meh immigrated to the U.S. to get a better education. Pare Meh wanted to go to the U.S. with her family.

3. It was not easy to move to the U.S. It was not easy to speak English.

4. The plane ride was 9 hours long. I was tired.

5. I could go to the store. I could take a nap.

SIMPLE AND COMPOUND SENTENCES

RETEACHING: A **simple sentence** is a sentence that expresses only one complete thought. A **compound sentence** is a sentence made up of two simple sentences joined by a comma and the word *and*, *but*, or *or*.

A. On the line, identify each sentence as either *simple* or *compound*.

1. Maizon will attend a new school soon. _____
2. Margaret and Maizon have been friends for a very long time. _____
3. Maizon is going to Blue Hill, but Margaret will stay behind. _____
4. She will leave soon, and she still has to pack. _____
5. This last summer with Maizon is a time of great change for the girls' friendship. _____
6. Maizon thinks of Margaret as her best friend in the whole world. _____
7. Sometimes things change, and they can't change back again. _____
8. The friendship may end, or it may stay the same. _____

B. Underline the simple sentences in each compound sentence below.

1. Ms. Tory held Margaret's hand, but she did not speak.
2. Maizon kept Margaret from doing things, but now Maizon is gone.
3. Margaret will try new things, or she will stay the same.
4. Margaret's dad died, and she lost her best friend.
5. The summer had brought sadness, and Margaret had suffered.
6. Next summer might be better, or it might be worse.
7. Margaret hoped for better times, but she couldn't count on them.

Trophy Hunting

Write or record a video on Flipgrid about what is happening in the story. For each picture, write or speak at least one sentence.

Rubric: 15 points total

- One sentence for each picture. (.5 points per picture)
- Sequence words of time for each sentence (.5 points per picture)
- Capital letters and periods. (.5 points per picture)

| Beginning | Middle | End |
|---|--|---|
| <ul style="list-style-type: none"> • First • In the beginning • To start • Before • Then • Next | <ul style="list-style-type: none"> • Then • Next • Later • Later that day, month or year • Eventually • After • After ___ days, months or years | <ul style="list-style-type: none"> • Finally • Lastly • In the end • Afterward • In conclusion |

Trophy Hunting

A short wordless comic by David Revoy

this | edition | revised | by | Alib |



Open Source Comics Trophy Hunting

Created by David Revoy

This version Published by PKB - CC Version 4.0
Original comic titled – Come Back Cat, or Reviews Chat

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Contact the Publisher of This version at:
danielle@redskyventures.org

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Trophy Hunting



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9.

Trophy Hunting



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10.

First Student-Teacher Meeting Guide

Student name:

Beginning Graphic Organizer:

- ☐ Country
- ☐ Details about country
- ☐ Characters
- ☐ Details about what he/she did in home country
- ☐ Why did he/she come to the U.S.?

Middle Graphic Organizer:

- ☐ Who he/she immigrated with
- ☐ How he/she immigrated
- ☐ Details about time/process
- ☐ How he/she felt

End Graphic Organizer:

- ☐ City/State
- ☐ School
- ☐ Challenges
- ☐ Goal
- ☐ Feelings

Notes:

First Draft: Beginning (1)

(do not write on the lines with an x)

Title: _____

Beginning

- First
- In the beginning
- To start
- Before
- Then
- Next

X _____

X _____

X _____

X _____

X _____

X _____

X _____

X _____

X _____

X _____

X _____

X _____

X _____

X _____

X _____

X _____

X _____

X _____

X _____

First Draft: Beginning (2)

(do not write on the lines with an x)

Title: _____

Beginning

- First
- In the beginning
- To start
- Before
- Then
- Next

This story is about _____

x _____

x _____

What country did you immigrate from? Who lived with you? What was your country like?

x _____

x _____

x _____

x _____

x _____

What did you like to do in your home country?

x

x

x

x

Why did you leave your home country?

x

x

x

x

Name: _____

Beginning Listening Activity

Name of person: _____

What country did he/she immigrate from?

Why did he/she immigrate to the U.S.?

What is one thing you learned about this person?

Name: _____

Beginning Listening Activity

Name of person: _____

What country did he/she immigrate from?

Why did he/she immigrate to the U.S.?

What is one thing you learned about this person?

First Draft: Middle (1)

(do not write on the lines with an x)

| Middle |
|--|
| <ul style="list-style-type: none">• Then• Next• Later• Later that day, month or year• Eventually• After• After ___ days, months or years |

X

X

X

X

X

X

X

X

X

X _____

X _____

X _____

X _____

X _____

X _____

X _____

X _____

X _____

X _____

X _____

First Draft: Middle (2)

(do not write on the lines with an x)

Middle

- Then
- Next
- Later
- Later that day, month or year
- Eventually
- After
- After ___ days, months or years

Who went to the U.S. first? Who did you go to the U.S. with?

x

x

x

How long did it take before you could go to the U.S.? What did you do while you waited?

x

x

x

How did you feel about going to the United States? Why?

x

x

How did you get to the United States? How long did it take?

x

x

x

What city and state did you go to in the United States? What was the weather like?

x

x

x

Name: _____

Middle Listening Activity

Name of person: _____

Who did he/she come to the U.S. with?

How did he/she get to the U.S.?

How did he/she feel about going to the U.S.?

Name: _____

Middle Listening Activity

Name of person: _____

Who did he/she come to the U.S. with?

How did he/she get to the U.S.?

How did he/she feel about going to the U.S.?

First Draft: End (1)

(do not write on the lines with an x)

| End |
|---|
| <ul style="list-style-type: none">• Finally• Lastly• In the end• Afterward• In conclusion |

X

X

X

X

X

X

X

X

X

X _____

X _____

X _____

X _____

X _____

X _____

X _____

X _____

X _____

X _____

X _____

First Draft: End (2)

(do not write on the lines with an x)

End

- Finally
- Lastly
- In the end
- Afterward
- In conclusion

What were some challenges for you in the United States?

x

x

x

How do you feel now about living in the U.S.? Why?

x

x

x

x

Where do you go to school? Do you like school? Why?

X _____

X _____

What do you do for work? What do you do for fun?

X _____

X _____

X _____

What are your goals for the future? What job do you want to have? Do you want to go to college? Where do you want to live?

X _____

X _____

X _____

Name: _____

End Listening Activity

Name of person: _____

What was challenging about going to the U.S.?

What were his or her goals for the future?

Name: _____

End Listening Activity

Name of person: _____

What was challenging about going to the U.S.?

What were his or her goals for the future?

Dialogue Slides

Dialogue

Talk with the person next to you:

What do you notice about this sentence? What do the marks around the sentence mean?

"First, I went to the airport and I got on the airplane," I told my friend.

Dialogue: Shows someone is talking in a text.

Quotation Marks: go around the words someone says

Dialogue Tag: explains how someone says the words

"First, I went to the airport and I got on the airplane," I told my friend.

A comma (,), question mark (?) or exclamation point (!) goes here

Dialogue Tags

"I want to go to the party," she said.

"I want to go to the party!" she yelled.

"I want to go to the party," she cried.

"I want to go to the party!" she cheered.

"I want to go to the party?" she questioned.

Dialogue Practice

How are you doing today he asked

I'm doing great, thanks for asking she replied.

Dialogue Practice

Do you want to go to the park today she asked.

No, I'm tired, and I need to go to the store she yawned.

Dialogue Practice

I want to eat chicken, but I don't have any at home she cried.








I will go to the store to get you some her mom said.

Dialogue Practice

Do you like living in the U.S. he asked.

I do, but I miss my home country he replied.

Dialogue Tag Words

| | | |
|--|---|--|
| Anger: Shouted, commanded, yelled, snapped |  | |
| Excitement: Shouted, yelled, exclaimed. |  | |
| Fear: Whispered, stuttered, gasped. |  | |
| Sadness: Cried, mumbled, sobbed, sighed. |  | |
| Conflict: Hissed, scolded, demanded, threatened. |  | |
| Making up after a conflict: Apologized, reassured. |  | |
| Joking: Teased, joked, laughed, giggled. |  | |
| Said: Declared, maintained, replied. | | |

Name: _____

Dialogue Script Practice (1)

1. Add the quotation marks, commas, question marks, and exclamation points to the sentences.
2. Practice reading the script using the voice from the dialogue tag.
3. Record a video of you and your partner.

Rubric: 20 points

Quotation marks (1 point each sentence)

Comma, question mark, exclamation point (1 point each sentence)

Voice matches dialogue tag in video (4 points)

A: Hi Paw May, it's Tejay, Tejay stuttered.

B: Hi Tejay, how are you doing Paw May asked.

A: I'm doing great, how about you? Tejay replied.

B: Everything is going great Paw May exclaimed.

A: Paw May, will you go to dinner with me this Friday? Tejay
whispered.

B: Sorry, Tejay, I don't want to go out with you Paw May apologized.

A: Fine! I'll find someone else to go out with me Tejay yelled.

B: You don't need to be angry. I hope you find someone special Paw May said.

Name: _____

Dialogue Script Practice (2)

1. Add the quotation marks, commas, question marks, and exclamation points to the sentences.
2. Practice reading the script using the voice from the dialogue tag.
3. Record a video of you and your partner.

Rubric: 20 points

Quotation marks (1 point each sentence)

Comma, question mark, exclamation point (1 point each sentence)

Voice matches dialogue tag in video (4 points)

A: Man, I'm so hungry! Can you buy me a burrito Olga asked.

B: I don't have any money to buy you a burrito, Tony sighed.

A: I haven't eaten anything all day. Buy me a burrito Olga yelled.

B: Look, I only have money to buy myself a burrito, Tony snapped.

A: I get paid on Friday, I'll pay you back then Olga replied.

B: Well, I guess you can eat on Friday, Tony hissed.

A: That's mean Olga yelled.

B: You will need to go home and eat then, Tony said.

Details Slides

Details



(People at a market, n.d.)

What do you see in this picture?

Write down as many things as you can.

Details- What sentence is more interesting? Why?

I saw a balloon.

I saw a red balloon flying high in the sky.

Details- What sentence is more interesting? Why?

The market smelled good.

The fruit market smelled sweet like pineapples and mangoes.

Adding Details- Five Senses

What do
you see?

VISION



What do
you hear?

HEARING



What do
you
smell?

SMELL



What do
you
taste?

TASTE



What do
you feel?

TOUCH



Practice Adding Details

I walked my dog.

Practice Adding Details

I lived in a village.

Practice Adding Details

I went to the store.

Name: _____

Details Graphic Organizer

Your home country:

| | |
|-----|------|
| See | Hear |
|-----|------|

| | | |
|-------|-------|-------|
| Taste | Smell | Touch |
|-------|-------|-------|

Coming to the U.S.

| | |
|-----|------|
| See | Hear |
|-----|------|

Coming to the U.S.

| | | |
|-------|-------|-------|
| Taste | Smell | Touch |
|-------|-------|-------|

Living in the U.S.

| | |
|-----|------|
| See | Hear |
|-----|------|

| | | |
|-------|-------|-------|
| Taste | Smell | Touch |
|-------|-------|-------|

Dialogue and Details Practice

Write a dialogue script with your partner.

Rubric: 24 points

10 or more lines (5 points)

At least 4 sentences have details (4 points)

Dialogue written with quotation marks and punctuation (1 point per sentence)

Complete sentences with capital letters and periods (.5 per sentence)

Ideas:

- You and your friend: tell them about a sports game
- You and your friend: tell them about going to a market
- You and your teacher: tell them why you didn't do your homework

Who is Person A? _____

Who is Person B? _____

Person A: _____

Person B: _____

Person A: _____

Person B: _____

Person A: _____

Person B: _____

Person A: _____

Person B: _____

Person A: _____

Person B: _____

Dialogue and Details Quiz (10 points)

Add in the quotation marks and punctuation in these sentences.

- Quotation marks (2 point each)
- Punctuation (1 point each)

1. Are you going to the party she asked.

2. No, I have to work I replied.

Rewrite this sentence with more details.

- details added (1 point each)
- sentence makes sense (1 point each)

3. I saw a bird.

4. The dog ran.

First Draft Feedback

Past tense for the beginning and middle: Yes No

Present tense for the end: Yes
No

Sequence words of time: Yes No

Variety of sentences: Yes
No

Comments on ideas in beginning:

Comments on ideas in the middle:

Comments on ideas in the end:

Where can you add dialogue?

Where can you add details?

Student Editing Checklist

- ☐ Add details about your beginning- Look at Details Graphic Organizer for ideas
- ☐ Add details about your middle- Look at Details Graphic Organizer for ideas
- ☐ Add details about your end- Look at Details Graphic Organizer for ideas
- ☐ Add in dialogue to at least one place in your narrative
- ☐ Highlight your verbs.
 - ☐ Beginning in past tense
 - ☐ Middle in past tense
 - ☐ End in past or present tense
- ☐ Change anything from your teacher feedback

Final Personal Immigration Narrative Writing Rubric

| Benchmark | Exceeding (4) | Proficient (3) | Close to Proficient (2) | Needs More Time (1) | Score |
|--|---|---|--|---|---------|
| Point of View, Characters 9.7.3.3 [a] | Student expertly writes a multi-paragraph narrative that has a point of view and introduces and describes a character. | Student writes a narrative that may or may not have multiple paragraphs and has a point of view, introduces and describes a character. | Student writes a narrative that has most of the following: point of view, introduces and describes a character. | Student writes a narrative that is incomplete and has some of the following: a point of view, introduces and describes a character. | _____/4 |
| Events and Sequence 9.7.3.3 [a] | Student expertly writes a narrative that has a clear beginning, middle, and end with smooth transitions and sequence words. | Student writes a narrative that has a clear beginning, middle, and end with some transitions and sequence words. | Student writes a narrative that has most of the following: a beginning, middle, and end with some transitions and sequence words. | Student writes a narrative that is incomplete and has some of the following: a beginning, middle, and end with smooth transitions and sequence words. | _____/4 |
| Literary and Narrative Techniques 9.7.3.3 [b] | Student expertly uses multiple places with details and dialogue in their writing. | Student uses some details and dialogue in their writing. | Student uses details and dialogue in their writing, but formatting may be incorrect. | Student may or may not use details and dialogue in their writing. | _____/4 |
| Conclusions 9.7.3.3 [c] | Student expertly provides a conclusion that explains multiple challenges and future goals. | Student provides a conclusion that explains at least one challenge and future goal . | Student somewhat provides a conclusion that states their challenges or future goals | Student may or may not provide a conclusion that explains their challenges and future goals | _____/4 |
| Phrases and Clauses 9.11.1.1 [b] | Student expertly uses subject-verb agreement, correct tense, compound sentences and capital letters and punctuation. | Student correctly uses subject-verb agreement, correct tense, compound sentences, and capital letters and punctuation in over 80% of their writing. | Student correctly uses subject-verb agreement, correct tense, compound sentences and capital letters and punctuation in over 50% of their writing. | Student may or may not use subject-verb agreement, correct tense, compound sentences and capital letters and punctuation. | _____/4 |

Personal Immigration Narrative Project: Drawings

Think about your personal immigration narrative. Tell your story through drawings. You need at least 5 drawings to tell your story, but you can use more.

The drawings must:

- Cover at least 1 full page.
- Show clear effort and time spent
- Show ideas from the beginning, middle, and end of your story.

Some ideas for drawings:

- | | |
|-----------------------------------|-----------------------------------|
| - your home country | - your home in the United States |
| - your home in your home country | - the people in the United States |
| - the people in your home country | - the city you live in |
| - your city in your home country | - a challenge you faced |
| - coming to the United States | - your goals for the future |

You can also bring in items and pictures from your home country to add to your presentation.

For your presentation, you will speak about your drawings and immigration story. You may have notes, but should not read through the script during your presentation.

Possible script:

These drawings show my immigration narrative.

First, this picture shows _____

I drew this because _____

Next, this picture shows _____

I drew this because _____

This picture shows _____

I drew this because _____

Then, this picture shows _____

I drew this because _____

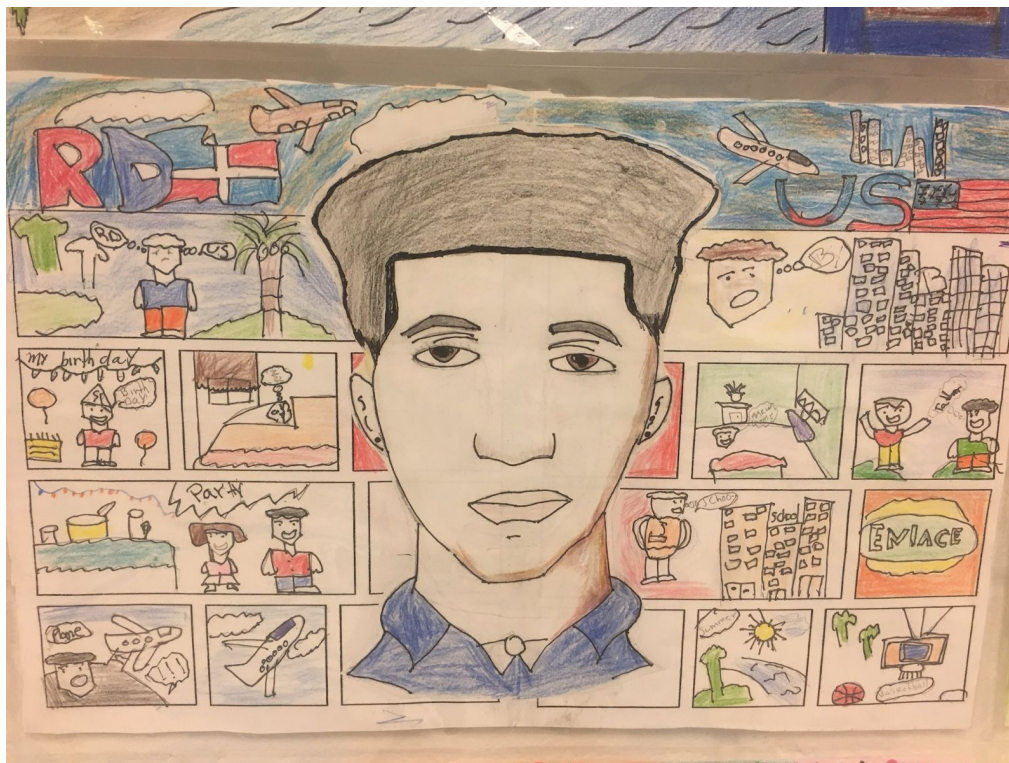
Finally, this picture shows _____

I drew this because _____

Models for Personal Immigration Narrative Project: Drawings



(ENLACE, 2018a)



(ENLACE, 2018b)

Personal Immigration Narrative Project: Slides

Think about your personal immigration narrative. Create at least 7 slides that tell your story.

The 7 slides must:

- Have pictures
- May have some writing. Should not have more than 1-2 sentences
- Show ideas from the beginning, middle, and end of your story.

Some ideas for slides:

- | | |
|-----------------------------------|-----------------------------------|
| - Title slide | |
| - your home country | - your home in the United States |
| - your home in your home country | - the people in the United States |
| - the people in your home country | - the city you live in |
| - your city in your home country | - a challenge you faced |
| - coming to the United States | - your goals for the future |

You can also bring in items and pictures from your home country to add to your presentation.

For your presentation, you will speak about your slides and immigration story. You may have notes, but should not read through the script during your presentation.

Possible script for each slide:

At the beginning/In the middle/At the end of my story, I wrote about _____

This slide shows _____

I made this slide because _____

Model Personal Immigration Narrative Project: Slides

My Immigration Narrative

By Example Example

My Home Country: Thailand



Mae Ra Moe Refugee Camp (Mae Ra Moe refugee camp house, bridge, and river, 2015a)



(Map of Thailand refugee camps, n.d.)

My Home



(Mae Ra Moe refugee camp house and bridge, 2015b)

I liked to hunt and swim.



(Forest and river in Mae Ra Moe refugee camp, 2013)

Coming to the U.S.



















(Chiang Mai Airport, n.d.)



(Airplane with snow and trucks at MSP airport, n.d.)

How I felt

| | | | |
|---|---|--|---|
|  |  |  |  |
| Silly | Nervous | Confused | Excited |
|  |  |  |  |
| Sad | Angry | Tired | Frustrated |
|  |  |  |  |
| Mad | Happy | Calm | Sick |
|  |  |  |  |
| Annoyed | Embarrassed | Upset | Worried |

(Table of emotions emojis, (n.d.)

My Challenges



(Blocks spelling "LEARN ENGLISH", n.d.)



(Car driving on snow-covered road, n.d.)

My Goals: Engineer



(Man looking at tablet, n.d.)

Personal Immigration Narrative Project: Video

Think about your personal immigration narrative. Create a video that tells your story.

The video must:

- Be longer than 2 minutes
- Show ideas from the beginning, middle, and end of your story.

You may record you speaking about your story OR you can act out your story.

Use your final draft to help with your script. You should use your own words and not just read your story. You can also bring in items and pictures from your home country to add to your presentation.

For your presentation, you will need to introduce your video to the class.

Possible script for your introduction:

This video is about _____

I chose a video because _____

Personal Immigration Narrative Project Rubric

| Benchmark | Exceeding (4) | Proficient (3) | Close to Proficient (2) | Needs More Time (1) | Score |
|--|---|--|---|---|---------|
| Creative Project | Student creates a project that expertly represents their personal immigration narrative and shows clear effort and time put in. | Student creates a project that competently represents their personal immigration narrative and shows effort and time put in. | Student creates a project that somewhat represents their personal immigration narrative and shows some effort and time put in. | Student's project is incomplete or does not represent their personal immigration narrative or shows clear effort and time put in. | _____/4 |
| Events and Sequence 9.7.3.3 [a] | Student expertly speaks a narrative that has a clear beginning, middle, and end with smooth transitions and sequence words. | Student speaks a narrative that has a clear beginning, middle, and end with some transitions and sequence words. | Student speaks a narrative that has most of the following: a beginning, middle, and end with some transitions and sequence words. | Student speaks a narrative that is incomplete and has some of the following: a beginning, middle, and end with smooth transitions and sequence words. | _____/4 |
| Literary and Narrative Techniques 9.7.3.3 [b] | Student expertly uses multiple places with details in their speaking. | Student uses some details and in their speaking. | Student uses details in their speaking, but formatting may be incorrect. | Student may or may not use details in their speaking. | _____/4 |
| Conclusions 9.7.3.3 [c] | Student expertly provides a conclusion that explains multiple challenges and future goals. | Student provides a conclusion that explains at least one challenge and future goal . | Student somewhat provides a conclusion that states their challenges or future goals | Student may or may not provide a conclusion that explains their challenges and future goals | _____/4 |
| Phrases and Clauses 9.11.1.1 [b] | Student expertly uses subject-verb agreement, correct tense, and compound sentences. | Student correctly uses subject-verb agreement, correct tense, and compound sentences in over 80% of their speaking. | Student correctly uses subject-verb agreement, correct tense, and compound sentences in over 50% of their speaking. | Student may or may not use subject-verb agreement, correct tense, and compound sentences in their speaking. | _____/4 |

Student Presentations Feedback

Your name:

Presenter's name:

What country did this person immigrate from? (1 point)_____

What is one thing you learned about this person's story? (1 point)

One thing I learned was _____

What is one thing the person did well? (1 point)

What is one thing the person could do better next time? (1 point)

Student Presentations Feedback

Your name:

Presenter's name:

What country did this person immigrate from? (1 point)_____

What is one thing you learned about this person's story? (1 point)

One thing I learned was _____

What is one thing the person did well? (1 point)

What is one thing the person could do better next time? (1 point)

Personal Immigration Narrative Reflection

Write or record a Flipgrid video.

What did you like about writing and presenting your personal immigration narrative? (1 point)

What did you not like about writing and presenting your personal immigration narrative? (1 point)

What do you think you did well on for your personal immigration narrative? (1 point)

What is one thing you think you could do better next time for your personal immigration narrative? (1 point)

Personal Immigration Narrative Reflection

Write or record a Flipgrid video.

What did you like about writing and presenting your personal immigration narrative? (1 point)

What did you not like about writing and presenting your personal immigration narrative? (1 point)

What do you think you did well on for your personal immigration narrative? (1 point)

What is one thing you think you could do better next time for your personal immigration narrative? (1 point)

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